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OF THE

UNIVERSITY OF TEXAS

ISSUED SEMI-MONTHLY NUMBER 125

The University of Texas Record

Volume IX, Number 2
June 1, 1909

Entered as second-class mail matter at the postoffice at Austin

AUSTIN, TEXAS

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THE UNIVERSITY OF TEXAS MINERAL SURVEY BULLETIN

1. *Texas Petroleum*, by W. B. Phillips. 102 p., pl., maps. July, 1900. $1. Out of print.
2. *Sulphur, Oil and Quicksilver in Trans-Pecos Texas, with Report of Progress for* 1901, by W. B. Phillips. 43 p., pl., map. February, 1902. 50 cents. Out of print.
3. *Coal, Lignite and Asphalt Rocks*, W. B. Phillips. 137 p., illus., pl., maps. May, 1902. $1. Out of print.
4. *The Terlingua Quicksilver Deposits, Brewster County*, by B. F. Hill and W. B. Phillips. 74 p., illus., pl., map. October, 1902. 50 cents. Out of print.
5. *The Minerals and Mineral Localities of Texas*, by F. W. Simonds. 104 p. December, 1902. 75 cents. Out of print.
6. *The Mining Laws of Texas; Texas Mineral Lands*, W. B. Phillips, and Tables of magnetic declination for Texas. 37 p. July, 1903. 25 cents.
7. *Report of Progress for* 1903, by W. B. Phillips. 14 p., map. January, 1904. 25 cents.
8. *The Geology of the Shafter Silver Mine District, Presidio County, Texas*, by J. A. Udden. 60 p., illus., map. June, 1904. 50 cents.
9. *Report of a Reconnaissance in Trans-Pecos Texas North of the Texas & Pacific Railway*, by G. B. Richardson. 119 p., pl., map. November, 1904. 75 cents.

Geological map of a portion of West Texas, showing parts of Brewster, Presidio Jeff Davis, and El Paso counties, and south of the Southern Pacific R. R., by Benj. F Hill and J. A. Udden. 16 by 50½ inches. 1904. 20 cents.

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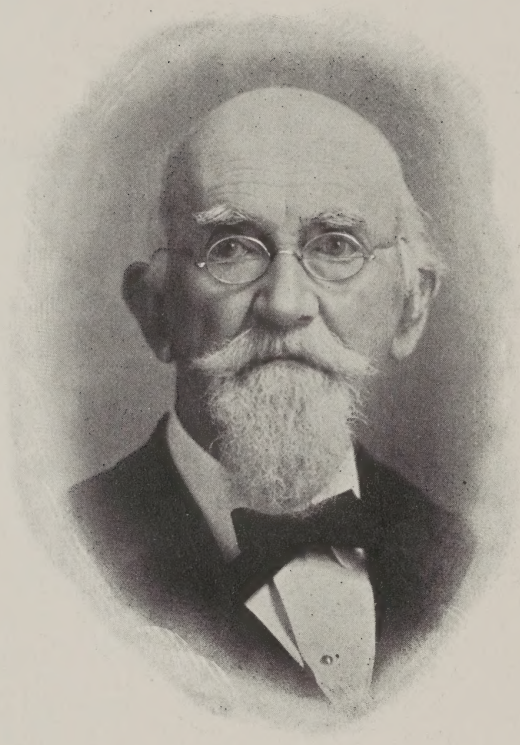

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Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

President Mirabeau B. Lamar.

THE UNIVERSITY OF TEXAS RECORD

VOL. IX, NO. 2, JUNE 1, 1909

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VOLUME IX, NO. 2, JUNE 1, 1909

MEMORIAL ADDRESSES DELIVERED IN THE UNIVERSITY AUDITORIUM ON THE OCCASION OF THE CLARK MEMORIAL EXERCISES, APRIL 12, 1909

ADDRESS ON BEHALF OF THE FACULTY BY GEORGE PIERCE GARRISON, PH. D., PROFESSOR OF HISTORY

We have gathered today in honor to the memory of a man whose place in the history of this institution is unique. I name him by the unclaimed title first conferred upon him by the present mayor-elect of this city and afterwards popularized by the students—the title by which they came to know him best—Judge Clark. No other man has ever so completely won the hearts of the Faculty and students, nor is it likely that any other will ever reach the same pre-eminence in their affectionate regard. In the earlier days of the University, Judge Clark performed the functions of librarian, proctor, auditor, registrar, superintendent of buildings and grounds, and secretary both of the Faculty and of the Board of Regents. His various duties brought him in more or less intimate association with every member of the teaching and the administrative force and of the student body. He knew each of them by name and was the friend of all. In many cases this relation was emphasized and strengthened by some personal service on his part, some help in a moment of need, a bit of fatherly advice, or an hour spent in pleasant and inspiring conversation. None ever found him difficult of access or unresponsive to an appeal for help; and none who came within the range of his influence could fail to perceive its uplifting impulse.

But, even while he lived, the conditions which made all this possible in such degree were changing rapidly. With the growth of the University, the many duties laid upon him at first must needs be

distributed to others, and the swelling number of students made it impossible that he should continue to know them all familiarly. In spite of this, however, the influence of his sweet, attractive personality still pervaded the University atmosphere and was felt by many with whom he rarely exchanged a word. It is sad to think that the very progress which we are all so anxious to promote is making it yearly more certain that no other can fill his place. Even if there be added to the Faculty hereafter, in any capacity, a man of the same rare qualities as Judge Clark himself, he cannot be felt throughout this vast and complex educational organism in the same direct and personal way.

Let me, as one who knew our dear dead friend intimately for some twenty-five years, bear witness to the excellence and beauty of his character. Courageous yet modest, tender yet manly, sympathetic yet unobtrusive, plain-spoken yet never offensive, he knew how to reach every heart, to serve all, and to bring some good into every life whose lines crossed those of his own. How many a student there was in whom he quickened the dead sense of duty and of aspiration, how many he stimulated to stronger efforts with nobler aims, it would be impossible to tell. And I have good reason to believe that we of the Faculty likewise owe him much for his unrecorded services in our behalf. For years he was secretary both of the Faculty and of the Board of Regents; and during these years he sometimes had the opportunity to prevent or to allay mutual misunderstandings, which I am sure he never failed to use.

Judge Clark was a splendid example of the old type of the Southern gentleman. With him, hospitality, courtliness, and integrity were so natural that they seemed to be the result of instinct rather than of training. A graduate of Harvard, alert-minded, traveled, and widely read, he acquired an unusual degree of culture, and his power to charm by conversation was almost without limit. Following the lead of his convictions, he joined the Confederate army in 1861 and bore himself throughout the Civil War like a man and a soldier; but, while he cherished the memories of the great conflict, he always thought of it as ended at Appomattox. He had learned too much of the men of the North to suppose that they were by nature either better or worse than others; and perhaps the most memorable and enjoyable occasion of his later years was that of the

reunion of his class at Harvard in 1905, on the fiftieth anniversary of its graduation.

One secret of Judge Clark's hold on the students was that they believed he always understood them. He passed three score and ten, and the external marks of age showed themselves upon him in many ways; but he never grew old enough to lose the students' point of view. Holding the standard high at all times, and never willing to compromise with idleness or vice, he still could penetrate the motives of the delinquent and could judge him fairly. His judgment was rarely severe, but when it was there were few that did not believe it to be just.

Though teaching was not included by name among his duties, Judge Clark was one of the foremost teachers that have ever held a place in this University. The great lesson he taught to Faculty and students alike and to all who had eyes to see and ears to hear was how to live. Realizing fully the seriousness of life and thoroughly awake to all its duties and responsibilities, he still never allowed it to become a burden. With no vain regrets for the mistake or the misfortune of yesterday, and no paralyzing forecast of evil for to-morrow, by doing faithfully the work of the moment he lived in constant preparation for the best or the worst that fate might bring.

There was never a happier choice than that which brought Judge Clark to the service of the University. This, however, must be understood in a larger sense than could have been fully appreciated at the time of his election. Some other person might perhaps have discharged as well, or even better, the various duties of detailed routine which were assigned to him; but that is a matter of relatively small consequence. It is sufficient to say that he attended to them conscientiously and satisfactorily. The essential thing is that he entered, as probably no one else could have done, into the life of the University as an uplifting force at a time when it needed ideals and inspiration more than perfect clerical machinery. It is by this that we shall remember him, and for this that the hearts of ten thousand men and women who are the better because he was here have been drawn to him in loving gratitude.

Fitly he lived, and fitly did he die. Here in this auditorium, where many an annually recurring commencement had left him dear and tender memories, and where the marble tablets on the

wall speak mutely of his beloved associates gone before, he fell and breathed his last. Even the King of Shadows loved him, and laid him painlessly to rest. Thank God for his life and for the gracious gentleness of his death. Further we are not troubled; for we believe that, having crossed the bar, he sees the Pilot face to face.

ADDRESS ON BEHALF OF THE STUDENTS BY LUCIAN WALTON PARRISH, M. A., LL. B., OF JOY

In behalf of the students of the University of Texas, it is my pleasure to speak briefly of the late Judge James B. Clark as the students knew and understood him. The hour of our deepest mourning has passed, and time has softened, in some degree, the grief that overwhelmed us. We can now calmly lay aside our sorrow for the moment, and bear impartial testimony to the worth of him who gave the last twenty-five years of his life to the students of this institution.

Judge Clark was by birth and training a college man. His father, a respected and honored citizen of North Carolina, believed in education as a training for that higher and more perfect citizenship. He accordingly gave to his son an opportunity early in life to enter college. Judge Clark entered Franklin College at the age of twelve, and from there he went to Harvard University. During his course at Harvard, he was universally loved and respected as a student and a friend. This was evidenced by the fact that he was chosen to serve as class orator on the day of his graduation, a duty which he performed with marked credit to himself and with honor to his class. The spirit of earnestness and loyalty which characterized that address so impressed his classmates that, even now, the few remaining members of his class refer to it as the event which marked the beginning of their loyalty to Harvard.

His thorough training, both in college and university, peculiarly fitted him for the long life of service which he was to give to the University of Texas. For twenty-five years he was connected with the official Faculty of the University, and during that time it is but fair to say that he knew personally more students than any other member of the Faculty. He knew how to reach the heart and confidence of every class of students. He had solved the problem

of perpetual youth, and it was this that threw him in personal contact with the boys. He never failed to attend the "rallies." Who can forget him? He used to come and occupy his accustomed seat over there; and when called upon to speak—he was never forgotten—he always had something cheerful to say—not something perfunctory, but something that came from the heart and carried conviction with it. The students knew that Judge Clark was in earnest, and that he really wanted the boys to win; and whether the team won or lost, whether we came in from the long, tiresome trips, crowned with victory or humiliated by defeat, we could always look forward to one kind, jovial friend who would extend to us the hand of welcome. For each member of the team he had a word of cheer, and if we had suffered defeat he would invariably say, "It is all right, boys, we will have another chance." He seldom failed to attend the games. He always enjoyed them to the fullest extent, and no one ever heard Judge Clark "knocking" on the team or running down a worthy student enterprise. His mission was to build up, not to tear down, and in this we catch the secret of his greatness.

There was still another side to his nature. He loved young men. While he rejoiced to see the growth of the University, yet he lamented the fact that in late years the University had grown so large that he could not know all the students personally. He wanted to know them, not because it was his official duty to know them, but because he loved them. He was one man of whom it can be truly said, "It is more blessed to give than to receive." Each year Brackenridge Hall was the scene of an annual Christmas dinner, and there is not a student who has had the pleasure of attending one of those occasions that can ever forget what real joy it gave him to make others happy. These dinners were a financial sacrifice to him, but he never estimated the pleasure of others in terms of dollars and cents. If he could make glad the heart of the boy who, for reason sufficient, was deprived of a Christmas dinner around the family hearthstone, he did it gladly, regardless of the cost. Lines from his own pen describe better than I can how he viewed such matters:

"You weigh the flashing gem
And sell it in a mart—
But gold enough was never coined
To buy a loving heart."

Judge Clark had also the sterner traits in his character. By his youthful enthusiasm and unselfish interest in others, he won his way to the heart of the boy, and by his firmness he moulded that boy's life into a strong and manly character. No man connected with the University understood better than he did the temptations that come to the student, and it was here that his life counted for most. The boys confided their troubles to him, and he had the tact to help them. On one occasion he was called upon to deal with a young man who had been led into the vice of gambling. He was an orphan, sent here by the great sacrifice of a kind mother. Judge Clark went quietly to this young man, calmly argued the question with him, and by his tact he soon set him right. This was but one of the many examples of the unpretentious work which Judge Clark was doing from day to day.

Ever jolly, ever sympathetic, ever sincere, Judge Clark was the universal favorite of the students who knew him. Next year when they return to these halls, they will miss the hearty handshake and the glad smile of welcome with which he was accustomed to receive them. But Judge Clark has not gone: when we laid him to rest beneath the tribute of flowers that spoke but feebly of our love for him, we buried only the mortal body. The influence of his noble Christian life is with us still. His memory, for years and years to come, will remain an active force in moulding for good the lives of the young men of the University and of the State of Texas.

ADDRESS ON BEHALF OF THE ALUMNI BY THE HONORABLE ROBERT E. LEE KNIGHT, LL. B., OF DALLAS

If there is ever a time when "speech is silver but silence is gold," when the Muse strings her lyre in vain, and the tongue is stilled by feelings too profound for utterance, it is when one returns, after the lapse of years, to the cherished scenes of other days to do honor to the memory of one with whom he lived and loved in a

sunlit era of the long ago. On an occasion like this a thousand recollections throng upon one's memory, roused by the spirit of the hour, either to thrill the soul with joy or to awaken one's heart-strings to vibrations of sorrow's deepest woe. In truth, "so sad, so fresh, the days that are no more!"

Mr. Chairman, I am sure there is no sentiment of the human heart so beautiful, nor so happily illustrative of the generous spirit of the age in which we live, as is the feeling of veneration so universally in evidence to keep green and fresh in memory the lives, ideals, and labors of our beloved dead. It is a spirit born of chivalric gratitude, that will depart only when affection ceases to love and patriots to die. And it is a task from the performance of which the generous and elevated of mind and heart always pass refreshed and purified—reinvigorated, as it were, for the ordinary duties of life, and imbued with renewed resolution to emulate the lives of those we venerate, to the end that we, too, on departing, may leave behind the impress of our having been, and with re-awakened inspiration to direct more wisely the progress of our journey to that mysterious realm beyond Time's mystic borders. It is a task such as this to the performance of which, with heavy hearts, we come to-day.

Whilst not intending to violate the proprieties of the occasion, I cannot refrain from observing that the holy stillness of the hour is replete with the fame of the conspicuous achievements, and the very air is vibrant with the proud memories and traditions of this University's brief but glorious career. And in that sense I rejoice to be with you to-day, and to be accorded the gracious privilege of once more standing amidst the brilliant triumphs of the place, and to experience again the profound pride and gratification awakened by the realization of the splendid progress this institution has made during the years since I was a student. Though the fruits she has borne have been abundant and rare, still we rejoice to know that the harvest has scarcely begun.

Under the fostering influence of its successive wise, able, and conservative administrations, in the relatively short period of a quarter of a century, this University has easily taken rank in the forefront with the leading universities of the land. Its influence on the general weal has each year grown more and more potent, until to-day it is the paramount agency exalting the character of

the citizen and lifting to higher planes the progress, development, and destiny of the State. Truly, did "genius stand by at its birth and crown the infant in its cradle for a glorious immortality."

Our enthusiasm over the signal triumphs of our beloved University is, however, at this moment sadly tempered by the realization that a number of those lofty spirits to whose devoted love, labor, and lives its superb uplift and advancement are largely due, having laid down their burdens and passed to their reward, now "sleep in the tongueless silence of dreamless dust." Sad, indeed, is it to know that we are no longer permitted to feel the influence of and to profit by the sage counsel of Roberts, the wise and judicious; of Gould, the gentle and erudite; of Dabney, the majestic and profound; of Waggener, the suave and masterful diplomat; and of dear old Captain Clark, the gentlest, sweetest spirit of them all.

Filling an executive position, and not being a teacher in the conventional sense, and for that reason not taking the rank, in popular esteem, in the organization and conduct of the University, accorded those other great and good men of lamented memory; and though denied in consequence the intimate contact with the students which the class-room affords, still, with this handicap, Captain Clark accomplished as much or more than any of them on the lines of truer and higher education, in that he endeared to him all those with whom he came in contact, enabling him more easily and indelibly to impress his individuality upon them and to fashion the developing character of the student body in accordance with the true ideals of life. In a marked degree did he possess the happy faculty of making each new matriculate feel that in his welfare he cherished an especial and abiding interest—that in truth and in fact he was his friend. Thus, through the captivating influence of his kindly nature and exuberant love he drew the student body to him with the gentle tendrils of affection, and held them in this sympathetic bond as with hoops of steel.

He was descended from an ancient and aristocratic family, and in his veins flowed the bluest blood of Southern chivalry. His father and his father's father before him were cavaliers to the manner born. By heredity, then, as undoubtedly from choice and uniform practice, he was in the truest, fullest sense of the word, a gentleman! And though endowed with all the sterner attributes

of rugged manhood, he was ever as courtly as a prince, as tender as a woman, as gentle as a child. So regal, indeed, was his character that no title by inheritance to coronet, or to ducal star, or to purple robe could have added one iota of lustre to either his manhood or his manners. In fact, he was the living embodiment of the only really true nobility in this world—the aristocracy of character.

He was born in North Carolina in 1834. In his infancy his parents moved to the State of Mississippi, where, under the refining influences of the culture, opulence, and elegance of the typical antebellum home in the South, his childhood days were passed.

At the tender age of twelve he entered Franklin College, Tennessee, and four years later entered Harvard. Graduating from Harvard with the honors of his class, he entered the Law Department and was engaged in the prosecution of his professional studies there when the first tocsin of war between the States was sounded. At this time he was nearing the completion of his professional course, and had in immediate contemplation an extended tour of Europe.

Thus, at a time when inhaling the fragrant breath of life's young morn, so instinct with hope and propitious of the future; enthralled, as he must have been by the glow of thrilling prospects, with the alluring avenues to pleasure, luxury, and travel opening to him, his sense of duty impelled him, with that decision characteristic of his type, unhesitatingly to turn his back upon it all, and tender his fortune and his life as willing sacrifices, if need be, on the altar of his beloved South.

Animated with the devoted zeal of the young patriot's dream of glory to be achieved on the battlefield, he returned home and promptly enlisted in the 18th Mississippi Regiment, General Barksdale's Brigade. Thereafter, illustrating the temper of the cavalier blood that coursed in his veins, through those four years of death and devastating horror he followed unflinchingly, and without despair, the fated flag of the Confederacy. For gallantry on the field he was promoted to the rank of Captain, and maintaining this rank, he served throughout the war, participating in many of the greatest battles fought by the Army of Northern Virginia. Than his a brighter blade was never drawn, a purer cause to defend was never known, and breast more dauntless and devoted never withstood the shock of battle nor filled a patriot's grave.

Among the first to enlist, when the end came he stood by the side of Lee at Appomattox, and was among the last to soothe and solace the heavy heart of the greatest military chieftain the world ever saw.

After the war clouds had lifted, and the sunshine of peace began to dispel the gloom enveloping a proud and devoted, though desolate and devastated, land, young Clark, though having lost all save honor and a stout heart, nothing daunted, with characteristic courage and hope, began anew life's battle. Locating in Kentucky, he successfully entered the field of journalism and literature. It was here that he met Miss Florence Anderson, his equal in social standing, in literary tastes and attainments, in soul power, talent, and genius. The ideals and aspirations of their young natures being in complete rapport, he soon won the heart and hand of that womanly soul, who, through his long, useful, and honorable career, shared with tenderest sympathy and solicitude his successes and sorrows, alike, and who still lingers to lament in solitude and in silence over the hallowed memories of "love's young dream" and the transcendant virtues of her lonely heart's beau ideal.

In 1875 he moved with his family to Texas, settling at Bonham, in Fannin county, where he resumed the practice of law. Abundant success rewarded his efforts, and here, as elsewhere, his engaging manners, courtly bearing, and splendid ability, coupled with disinterested service and solicitude for others, soon drew to him the universal esteem and attachment of those amongst whom he had cast his lot.

His official relation to the University began with the opening of its doors in 1883. He served as Regent until July, 1885, when he resigned to accept the position of Proctor, unanimously tendered him by the Board of Regents. This position he continued to fill with great ability and success up to the very hour of his death. And it is upon the unparalleled results of his labors in the University that his title to fame chiefly rests.

Thus, briefly have I passed in review the leading scenes and incidents in the life of Captain Clark. In them we find the reason why his friends, with tear-dimmed eyes and sorrowful hearts, have assembled here to-day to honor ourselves by honoring his memory.

It matters not what point in his career one stops to ponder, it will be found that the same unerring sense of justice, dignity, and

love has given it caste and coloring. A man of versatile talents, he was a scholar, poet, and orator; he was a friend, lover, and hero; and through all the trying vicissitudes of his eventful life he passed with escutcheon untarnished, impervious alike to fear and favor. And let it be spoken to his lasting credit that no end to be achieved was ever sufficiently paramount in his opinion to justify questionable means,—the sole guide to his conduct in every walk of life being the inward light of an enlightened conscience. And it is believed that his innate gentility and deferential modesty constituted the source of his magnetic influence over men, for once to feel and know his polished courtesy and perennial kindness was to be his friend forever.

Distinction after distinction bloomed upon his brow, as do the flowers of spring upon the landscape, and positions unsought drew his consummate fitness and ability into play as naturally as the pole attracts the magnet. Indefatigable energy cast the armor for his life's battle, integrity christened it, genius possessed it, and as a result his life's work stands forth a beautiful and enduring example to excite the emulation of youth and to command the admiration of all good men.

Whether in private life or official position, in peace or in war, he was ever true, brave, and tender. So extraordinary were his superb individuality, his poise, and his strength of character that no position or place, however exalted, could lend him either grace or dignity; and yet naturally and inevitably did his incomparable worth and equanimity grace and dignify every position he touched.

Too wise, philosophic, and good was he to brood over the mistakes and misfortunes of the past. With calm serenity he conserved the vital energies of both mind and body, to the end that he might the better be prepared to meet the living, moving, vital issues of the hour as they arose. To these he was ever ready to lend a listening ear and to consecrate in unimpaired vigor his best thought and service. Dead issues and past differences regarding men and things, however acute and momentous at the time, his serene temperament and upright heart enabled him wisely to condone and forget. His rare nature, incapable as it was of taking on the taint of prejudice, malice, or revenge, with automatic grace, adjusted itself to each new environment and endowed him with clarified vision to see and impartial purpose to perform Duty's each imperious mandate.

Indubitably his life is another illustration of the fact that the great men of history have been such not solely because they were scholars, theorists, or philosophers, but frequently despite these, and rather because, coupled with other lofty traits or high attainments, they possessed practical genius, under the constant guidance of rugged common sense, with unclouded vision to see, honest hearts to feel, and trained minds to analyze conditions and accurately interpret results.

The position occupied by Captain Clark in the life of the University was as unique as it was original. Like Briareus of old, he seemed to touch with an hundred hands all the springs of university life, phenomenally quickening the pulse of its activities, and breathing the warm breath of harmony and love through all its departments.

Universal faith and esteem early elevated him in university life to a position of lofty eminence in the hearts of all those around him —officers, faculty, and students alike. And the influence of his life and labors here, in its rounded fullness stands aloof and alone, without a precedent or parallel, as it were, a providential fact, "the result of divine decree." Thousands have felt its power and will transmit it to thousands more.

With the aspiring instinct of the eagle he loved the altitudes of the pure, the true, and the beautiful, having absolutely no sympathy with the sordid and grovelling things of this life. Forever was he content to bask in the glow of his own soul's aspiration and unfalteringly to follow his own heart's ideals.

In college spirit he was the incarnation of all the activities of student life. He enjoyed our sports and pastimes, as he shared our labors and anxieties. Our successes were his successes; with our failure he sympathized, and our mistakes he condoned. He commended the good, as he counseled against evil. He played with us; he worked with us. He laughed with us; he wept with us. Our victories were his victories; our defeats his defeats. In short, we loved him because he loved us, and because, above all, through all, and under all circumstances, he was the wise counsellor, the faithful friend, the ideal Christian gentleman and scholar of the days that are gone.

And now, that he is no more, to seek his successor were in vain. When others have gone, with reasonable effort their places have been

filled; but the going hence of Captain Clark has left in the life of the University a void that perpetually yearns for its first and only occupant.

As evidence of the high esteem in which he is held by the alumni, when I received your kind invitation to take part in these exercises, I mentioned the fact to one of our oldest and most distinguished alumni, coupled with the request to know what I should say of Captain Clark, and his prompt reply was, that if I confined myself to words of eulogy and praise I could make no mistake. A more eloquent tribute could not have been spoken; and the sentiment expressed, I am sure, finds spontaneous echo in the loyal breasts of all the hosts who have passed from these classic precincts.

Far-reaching and potent has been the influence of this good man, whose spirit to-day hovers about this institution, a veritable benediction. And, as the Aurora illumines the night of the polar seas, so will the light of his life and example continue to illumine the pathway of those who have gone before, as it will those who are to come after. Though splendid in any sphere of life, it was in the sacred retreat of home that the character of Captain Clark was most admirable. He was by nature domestic, warm in his friendships and devoted in his affections; and the quiet delights of home spoke peculiar peace and solace to his soul. Indeed it was in this restful haven of his soul's content, basking beneath the sweet ministrations of his heart's love, and the tender benignities that were wont to cluster there, that his fond nature drank most profoundly of earthly comfort and received its foretaste of those ineffable beatitudes of the realm beyond. At all times did he dispense a hospitality that was never overtaxed, and indulge a friendship that never wearied, whilst his charm of manner and atmosphere of culture "graced domestic comfort with a classic air."

It is sad, indeed, to reflect that his instructive and beneficent life has reached its close. On December 6, 1908, in this auditorium, which was filled with a multitude anxious to hear the greatest popular orator of the day, while he was yet in the full possession of all his faculties and with rare vigor for one of his ripened years, being still in the forefront of life's battle, with "visor down and lance at rest,"—surrounded by those he loved and who loved him in return, —his summons came; and without warning and painlessly, his anointed soul winged its flight to its final rest. Thus, as he had lived

the ideal life, it does seem to me he died the ideal death; and I believe that had it been vouchsafed him to have staged the drama of his going hence, its appointments and settings would have been exactly as they were. And now "after life's fitful fever, he sleeps well"; and his reward I am sure is "a peace above all earthly dignities."

Faithful friend, farewell! Sadly do we mourn thy loss, and in our hearts shall be enshrined forever the heritage of the precious lessons and ennobling sentiments which, like some delicious incense, was exhaled from the altar of thy pure and spotless life! Sacred forever be the spot where repose thine ashes; there the laurels of our affection will freshen in eternal bloom. There devoted girlhood shall delight to strew the rose geranium and citronelle of tenderest love, whilst all of us, students, alumni, and Faculty alike, shall render thy memory the grateful homage of our hearts till time with us shall be no more.

EULOGY DELIVERED AT THE GRAVE BY THE HONORABLE T. S. HENDERSON, CHAIRMAN OF THE BOARD OF REGENTS

We have met here to do honor to the memory of a friend. We loved him tenderly, and we cannot bring ourselves to realize that we shall not see him again.

I became acquainted with Judge Clark more than twenty years ago; I was a young man, and he was already well advanced in years, but I was attracted to him at once, and there grew up between us a strong and lasting friendship. It was characteristic of him to find his closest associates among those much younger than himself. In this way he discovered the fabled fountain, and year by year replenished the springs of his life by rich and copious draughts from the joyous stream of youth flowing through his beloved University of Texas.

As a young man he represented the highest type of manhood. A true son of the South, he sought to broaden his culture by completing his academic studies at New England's great seat of learning. And after finishing the courses at Harvard, having abundant means, he decided, before settling down to the practice of his chosen profession, to gratify his taste for travel by visiting foreign countries. Already the clouds of war were gathering and his feet had scarcely

touched the shores of Europe when his quick ear caught the first clash of arms. To him it was the call of duty, and instantly his face was turned homeward, and returning he hastened to volunteer as a Confederate soldier. For four years he followed the fortunes of Robert E. Lee and his great captains on many a bloody field. The conflict ended, he returned to a desolated land. Duty called again, but the sickle had been busy among the sons of the South, and there were fewer to answer. Again he volunteered, and by his side stood his young wife, the loved companion of his life, who, now stricken by sorrow, survives him, to continue his gentle ministration of love and mercy. Together they fought for the redemption of home and country in the terrible days of Reconstruction. In the West he saw the star of hope and opportunity. Coming to Texas, he opened an office for the practice of law. He attained honorable success in his profession, and established himself securely and firmly in the confidence and affections of the people among whom he lived.

When the time came to organize the University of Texas, he was chosen as one of those whose wisdom and patriotism should lay its foundation. After a little while his associates selected him for the important position of Proctor of the University; and for more than twenty years with faithfulness and success he discharged its duties.

Such is the brief outline of a long, useful, and honorable life. Valiant as a soldier, loyal as a citizen, faithful as a public official, true as a friend, tender as husband and father—how noble a record of a man's life! How complete in every way! He left no unfinished tasks; but keeping steadily abreast of the times in which he lived, with brave and resolute spirit, meeting every condition in life, he was ever ready to do his part. And when the dreadful summons came it found him ready. And when I consider the circumstances of his death, it seems to me that, if such things are possible, this good man was accorded the blessed privilege of choosing the time and place of his dissolution: not like some fierce viking driven in his flaming ship out on the dark waters; but in the midst of the great temple of learning which his own hands had helped to build; a great University occasion in progress; in the presence of his friends; his students gathered about him; his beloved companion by his side; full of years and crowned with honor, with eye undimmed and a smile upon his face, like a conqueror he received the

fatal shaft. Death had no victory. Our friend left no spoil for the reaper. He had lived up every moment of his life and had lived it nobly,—nothing wasted, nothing lost, nothing surrendered. Such a life and such a death carry their own lessons, and words of eulogy can add nothing to their beauty and grandeur.

And now a last farewell to this brave and true man. A broken reed lies before us; his spirit is far out in the great ocean of eternity, and the hands of his great co-workers and associates, Waggener and Prather, are extended in friendly welcome; and there we may see his face again.

MEMORIAL RESOLUTIONS

RESOLUTIONS ADOPTED BY THE FACULTY

Whereas, Death has again entered our midst and taken thence our well-beloved associate and long-time friend, James B. Clark, for twenty-three years Proctor of the University and Secretary of the Faculty; therefore be it

Resolved by the Faculty of the University of Texas, That the personality of Captain Clark was an uplifting force of immeasurable potency and extent in the life of the University. A gentleman by instinct and by culture, while the trusted friend of the humblest, he was a fit companion for the most elevated in fortune or in rank. Steadfast in principle, by word and act he always adhered bravely to the right as he saw it. Sympathetic was he and winning in manners and in speech; and, as his life went out freely to all that knew him, so he attracted to himself their love in return. Even Death came to him as a gentle friend, and took him with painless touch from within the walls so hallowed by memories of those who had lived and died in the same dear service and now made still more sacred by his own. And the universal grief at his loss is sweetly tempered by the reflection that his well-spent life went out in fitting peace.

Resolved, That the sympathies of the Faculty are hereby extended to the bereaved family and relatives of Captain Clark, and that these resolutions be spread upon our minutes and copies furnished to Mrs. Clark and his son and daughter and to the daily papers of Texas.

RESOLUTIONS ADOPTED BY THE ALUMNI ASSOCIATION OF THE UNIVERSITY OF TEXAS

Whereas, Judge James B. Clark, by his long association with the University and his thorough identification with all the interests of ex-students and alumni, has endeared himself to each of us; and

Whereas, He, by his intellectual power, by his love, by his warm-

heartedness, by his inspiration, has contributed more to the manhood and womanhood of Texas than any other one person or influence in the history of the institution; and

Whereas, In his death, the University community has suffered irreparable loss and each ex-student and alumnus feels a personal bereavement; therefore, be it

Resolved by the Alumni Association of the University of Texas in annual meeting, June 7, 1909, That we tender this feeble expression of appreciation for what he did for the University, for our association, and for us as individuals, and that we commend his life to the incoming generation as a guide to the highest possible development of this state politically, educationally, and socially; and be it further

Resolved, That this action be communicated to the family, be printed in the UNIVERSITY OF TEXAS RECORD, and be preserved in the minutes of the association.

RESOLUTIONS ADOPTED BY THE UNIVERSITY CLUB

A noble, Christian gentleman, who won and kept the love of all who knew him by his great heart, his genial humor, his broad generosity, his sterling honesty. For over twenty years he lived a helpful life among the students of this University, profiting them by his example, his advice, his cheerfulness, his serenity, his wit. They repaid him with a deep affection that honored them and was worthy of him. He was spared to see the first quarter-centennial of the University, making then, under tall elms, his last public talk to a gathering that loved him.

Southern by birth, by training, and by sympathy, he was a son of Harvard, and knew that true hearts beat under diverse skies in many lands. He served with gallantry through the Civil War, rising to the rank of captain; but he accepted with cheerfulness the final arbitrament of the sword, and looked forward with patriotic pride to the lofty future of our nation. Beloved, revered, he almost rounded out the full term set by the Psalmist, dying within the walls of the University for which he had long labored. Death came swiftly, but kindly and as a friend, sparing him the pain of long

sickness, yet took him not unprepared, for his life had been most worthy.

An inadequate but heartfelt testimony to his worth and to our affection for him, we, the members of the University Club, have set down these words, knowing that the memory of him will long abide in the hearts of hundreds, and assured that his example will encourage those who have known and loved him to emulate his virtues by earnest efforts to lead stainless lives.

RESOLUTIONS ADOPTED BY THE STUDENTS' COUNCIL

Whereas, The All-wise Maker, in accordance with His own plans divine, has removed from the field of human action Judge James B. Clark, late Proctor of the State University; and

Whereas, Judge Clark's connection with the University has been of such long standing and marked with such devotion; his labors have been so faithful, touching intimately every phase of student activity; his loving fellowship with all students has drawn him so closely into our lives; therefore, be it

Resolved, That we, the Students' Council, in behalf of the student body of the University of Texas, take this form of expressing our deep sorrow at the death of our beloved Proctor, recognizing that in this sad event the institution has lost a faithful servant, the student body a devoted friend, a gentleman whose ideals were high, whose energy was untiring, whose service was self-sacrificing, whose loyalty to duty was abiding, and whose influence for good upon the entire institution can never die.

Resolved, That we cherish and strive to emulate the manly virtues exemplified in the life of Judge Clark, a life pure and unspotted, symbolic of the highest type of Christian manhood; and be it further

Resolved, That we, in behalf of all the students, tender to the bereaved family our sincere sympathy and condolence in their great sorrow; that a copy of these resolutions be sent to them and that other copies be furnished the University publications and the State press.

RESOLUTIONS ADOPTED BY THE WOMEN'S COUNCIL

Whereas, God in His infinite wisdom has seen best to take suddenly from our midst our beloved Proctor, Judge James B. Clark; and

Whereas, For the last twenty-three years, by his unselfish life and untiring labors, he has influenced the lives of all the students who have known him; and

Whereas, We feel that his great work for the University will remain a living memorial of his worth to those who come after us; and

Whereas, We, the members of the Women's Council of the University of Texas, are deeply sensible of the great loss the University has suffered in his death; therefore, be it

Resolved, That we, the women students of the University, express our great loss and bereavement in the death of this, our trusted friend and advisor; and be it further

Resolved, That we extend to his family our sincerest sympathy in their great loss; and be it further

Resolved, That these resolutions be published in the *Texan,* and a copy sent to his family.

RESOLUTIONS ADOPTED BY THE STUDENTS OF THE DEPARTMENT OF LAW

Whereas, Judge James B. Clark, the senior member of the University's official family, who for twenty-three years, as Proctor of the University, bestowed upon the student body at large and upon each individual member of it all the warmth and benevolence of a gentle and loving nature, has, in his peaceful departure from the very midst of a joyous gathering of the students for whom his life was spent, left in our hearts a loving reverence and affection for his noble and generous life and in our minds a desire to emulate a character so worthy; be it

Resolved, That we, the students of the Law Department of the University of Texas, on behalf of ourselves and the hundreds who have gone from these walls to the busy walks of life, avail ourselves of this opportunity to declare to the world our devoted love and admiration for this great and good man. He was as chivalrous, as

generous, and as courageous as any knight that ever drew blade in defense of the weak and the oppressed. He was as kind and as gentle and as loving as a mother. He was truly the students' friend, and although he rejoiced in the prosperity of the University, he deeply regretted that the increasing attendance rendered it impossible for him to know personally each individual student. He gloried in their success, shared their pleasures, was happy in their happiness, and was disappointed with them in defeat. He gave to the student body at large the best of his abilities, and to the individual member of that body the gentle affection and kind solicitude of a parent. His genial face, his kindly smile, his gentle reproof, and his fatherly counsel, have stayed the steps of many a wayward youth in his downward course, and have won him back to a life of honor and usefulness to his fellow man.

Resolved, That while we grieve deeply at the loss that has come upon us as a result of his death, we rejoice that he was spared to us so long, and was permitted to participate in the joyous home-coming that marked the close of the University's first quarter-century.

Resolved, That we extend to the family and relatives our deepest sympathy for them in their great sorrow; and be it further

Resolved, That these resolutions be spread upon the minutes of the Law Department, that a copy thereof be furnished to the family of the deceased, and that they be given to the public press, and to the publications of the University.

RESOLUTIONS ADOPTED BY THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF THE UNIVERSITY

Whereas, The All-wise Creator, in His infinite wisdom, has seen fit to take from our midst our beloved friend, Judge James B. Clark; and

Whereas, His interest in all that concerned the men and the women of the University, and his unfailing sympathy with each individual student, so endeared him to us that in his death we feel an irreparable loss; therefore be it

Resolved, That we, the members of the Young Women's Christian Association of the University of Texas, extend our deepest sympathy to his grief-stricken family; and be it still further

Resolved, That a copy of these resolutions be sent to his family, and that copies be furnished the University publications.

RESOLUTIONS ADOPTED BY THE FORT WORTH ALUMNI

We, the ex-students of the University of Texas residing at Fort Worth, give this expression (inadequate though we feel it to be) of our appreciation of the life and services of Judge James B. Clark.

Assembled here are those who knew him in the early days of the University and those who have just passed from out its portals, and we voice the feelings of those who have known him and known him well through a quarter of a century.

We honored him, as an exemplar of the highest type of Southern gentleman, a representative of the best and highest development of the Old South. A man of courage, brave as a Bayard, he dared to stand always and under all circumstances for what he considered to be the right.

As a man of integrity, the breath of suspicion never reached or approached him in the discharge of the many trusts that were confided to him.

As a man of culture and refinement, by natural inclination a student, he sought eagerly for and assimilated the best and the most elevating that nature, and books, and music, and the arts hold out for human kind.

As a gentleman, he was in the highest and best sense of the word, gentle, chivalric, courteous, and just.

But more than this:

We loved him, as the students' friend, as our friend, not generally but individually, the friend of each and every one of us.

To the world—outwardly—he was for us when he believed us to be in the right, and against us when he believed us to be in the wrong.

But inwardly, and in his generous heart, we knew he was always for us. His intelligence may have condemned our faults, but his heart forgave them and treasured them not up against us.

The University has just celebrated its twenty-fifth anniversary. It marked not only the twenty-fifth anniversary of the great institu-

tion that we love, but the twenty-fifth anniversary of the untiring work of its beloved Proctor for its upbuilding.

Years will come and go; the great institution he gave the last twenty-five years of his life to upbuild will grow in usefulness and power; the day (long off) may come when Judge Clark will only be known to those connected with the University by a portrait on the wall, or a sketch in an ancient book, but the impress he has made on the student body in the years that have passed will be left as long as the University exists, and will pass down like a benediction, making always for manliness, for advancement along noble lines, for gentleness, and for love.

RESOLUTIONS ADOPTED BY THE FACULTY OF THE AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS

In recognition of the services rendered to the cause of education in this State by Judge James Benjamin Clark, for twenty-three years Proctor of the University of Texas, the Faculty of the Agricultural and Mechanical College of Texas resolves:

First, That his faithful service to the University as Regent, Proctor, Treasurer, Librarian, Secretary to the Board and to the Faculty was characterized throughout by devotion to duty, wisdom, fidelity, and absolute probity.

Second, That, great as the value of his work for the University has been, the influence of his noble life has been even greater in its effect, year after year, upon successive student bodies who learned to love and trust him, and to whom his sudden death has brought sadness and a sense of personal loss.

Third, That as a youthful student at Harvard, as a ragged soldier under the banner of Lee, as an editor in Kentucky, as a lawyer in Texas, and as Proctor of the University of Texas, Judge Clark has always represented the best that is suggested in the term, "a Southern gentleman." Quiet, gentle, unobtrusive in manner, genial, kindly, cultured in speech, rigid only in his insistence on truth, the whole life of this good man illustrates the power of unselfish devotion to duty, and is an example which we commend to the youth of Texas.

HARVARD ALUMNI LETTER CONCERNING JUDGE CLARK'S DEATH

James B. Clark fell to the floor and died suddenly on Sunday afternoon, December 6th, as he was taking his seat in the University Auditorium, in Austin, Texas. He had gone with his wife to hear Mr. Bryan make an address before the Young Men's Christian Association, walking apparently with his usual vigor. Several students at once carried him in their arms to the Regents' Room, but when the physicians arrived it was plain that he had died almost as he fell. His family, with fine appreciation of our classmate's character, refused to allow the services to be interrupted.

He was born in North Carolina in 1834, the son of General William and Louisa Pearce (Lanier) Clark. His father removed to Mississippi during Clark's infancy. He became a prominent citizen, and was at one time the Treasurer of the State. Our classmate was the youngest of ten children. His mother died when he was five years old, and he was brought up by his sisters. At twelve he went to Franklin College, Nashville, and four years later came to Harvard. He was a member of the Zeta Psi fraternity and our class orator. He entered the Law School after graduation, and was proposing to travel Europe, when the prospect of the Civil War led him in the spring of 1861 to return to Mississippi, in order to join the gathering army of the Confederacy. He was not again in Cambridge until he came to attend our fiftieth anniversary.

Enlisting in the 18th Mississippi Regiment, General Barksdale's Brigade, he proved himself a stout soldier, and served through the entire war. He was present in the battles of Drury's Bluff, Winchester, Fredericksburg, Antietam, and Malvern Hill. When Pickett's division broke through our center at Gettysburg in the great Friday's fight, Clark was captured but, fortunately, unwounded. He spent the next nineteen months as a prisoner of war on Johnson's Island, in Lake Erie, where Tileton and other classmates did what they could to relieve his imprisonment; and he cherished warm remembrance of their kindness. When he was at last exchanged, he rejoined General Lee's army in Richmond about a month before the close of the war. When General Lee surrendered at Appomattox,

Captain Clark was one of the faithful who loyally stayed with their general to the very end.

Captain Clark settled in Kentucky after the war, where he married Miss Florence Anderson, and edited a paper at Harrodsburg. He went to Texas in 1875, and there practiced law for about ten years. Although he was usually called "Judge," he never sat upon the bench. He identified himself with the University of Texas from its beginning, and was a member of its Board of Regents. On July 1, 1885, he was chosen Proctor and Custodian General. He was said to know more students personally than did any other of its officers. The esteem in which he was held is shown in the dedication to him of the University *Cactus* for 1903: "To the genial, witty, chivalrous Southern gentleman, the best friend, the kindest heart, the gentlest nature, and the most universally loved man in the University." The rest of his life was spent at Austin in the service of his beloved University of Texas. His widow and two children, Carroll and Edith, survive him.

Those of us who met him at our fiftieth anniversary will never forget Clark's enjoyment of that memorable meeting. Mindful of the slender stipends which University officers earn, we had invited him to become the guest of the class from the time he left Austin until he returned home. But his own college was very proud of his connection with Harvard; and, when the fund we had provided for his journey was pressed upon him, he refused to take it, saying that the boys at home had insisted on sending him to represent them at Harvard, for the honor of their own University. He pushed it back, when it was slipped into his pocket, saying he wouldn't have it, unless we would let him make it his contribution to the annuity which we were then raising for another dear old fellow. During the week that he was the Secretary's guest at Cambridge, his joyousness, his keen interest, his ecstatic delight in everything, old and new, was simply beautiful to see. He hunted up all the Texas boys in college, and they marched round with him. His shining face and venerable white hair attracted the attention of many students, and he accepted their kindliness with such hearty pleasure that they picked him up and made him lunch with them more than once in Randall's and Memorial, and escorted him over the whole college grounds. When the Phi Beta Kappa Society

finally chose him as an honorary member, his delight was unbounded.

Last spring the Secretary did his best to get him to visit us again. In the name of the class he was urged to be our guest every year. He was almost induced to come, but at the last unfortunately postponed his visit until this present year. But while we shall not see his face again at our meetings, none of us can ever forget his affectionate joy in being with us in 1905. His presence with us then was the chief brightness of our meeting. "He wist not that his face shone."

EDWIN H. ABBOT,
Class Secretary.

Boston, 14 Beacon Street, December 18, 1908, P. O. Box 1151.

SUNDAY SCHOOLS AND THE FOURTH OF JULY: AN EARLY ADDRESS OF JUDGE CLARK'S*

Having been requested to address you upon "Sunday Schools and the Fourth of July," it seemed, at a casual glance, that the relation of the two subjects was so remote—the affinity of politics and Christianity so slight—that there must exist a certain incongruity in a speech upon both subjects from the same speaker at the same time. But closer and more philosophical scrutiny reveals an intimate relationship between them.

Labor, education, religion, and devotion to the principles of free government, are the quadruple forces which must combine to press this Federal Union to the noblest possible destiny that awaits it. Labor alone cannot accomplish it, for the triumphs of skill and the trophies which art bears from the field where the battle with material forces has been waged, are but tokens of toil to the many and the means of luxury to the few. The mighty monuments which tower above the deserts of Egypt, or encumber her sands, bear melancholy testimony to the assertion that labor alone cannot perpetuate the prosperity of a people. Babylon fell amid the triumphs of industrial skill, and Rome perished despite the splendid achievements of her artisans. Education alone cannot do it, for the mind is but half the man. Howsoever noble it be, no matter how exalted in aim or vigorous in flight, intellectual culture cannot, unaided, prop the decaying pillars of empire or supply fresh elements of health to the infected currents of national life. History is prompt to furnish the example. Amid the barbarism and semi-barbarism of surrounding peoples, there came from Greece an intellectual radiance so intense and pure that two thousand years of slavery, degradation, and poverty have not been able to extinguish it. It still shines in the utterances of her orators, in the matchless measures of her poets, and in the genius which impressed eternal beauty upon the white treasures of the Parian quarry. Yet Greece stands to-day dismantled, shorn of her strength. The tramp of her legions no longer shakes the world, and by the dust of her dead heroes lie

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*Reprinted from the Bonham *News* of July 13, 1877. The address was delivered at Pace's Spring, Fannin county, July 4, 1877.

crumbling now her once invincible shield and spear. The lips of her orators are all mute, the song of her poet is hushed. Her great teachers no longer gather their disciples in the portico and the grove, and the priestess no longer leans to catch, with bated breath, the murmurs of sacred waters or the whisper of prophetic leaves.

Nor can mere devotion to the principles of free government secure the permanency of our institution. There is a blind adherence to theory which cometh not of knowledge; there is a love which is not sanctified by the higher and holier spirit which is the source of all real strength—the origin of all unquenchable vitality. This unreasoning and untaught devotion will sooner or later yield to the blandishments of ease or the cruel test of long and painful trial. The impetuous stream of passion soon exhausts its force, but the calm, deep current of reason flows onward with ever increasing power. Even as the courage which springs from a sense of duty is more reliable in the hour of peril than mere physical audacity, so is that patriotism which is enlightened and strengthened by education, and which is consecrated by religion, more enduring than the fluctuating ardor which springs from the emotional nature. I repeat, then, that Labor, Religion, Education, and devotion to the principles of free government are the quadruple forces under whose combined influences this Union of Sovereign States shall advance to the amplest and noblest fulfillment of its destiny.

It is impossible to urge with too much earnestness the claims of Labor and of Education. We honor all honest work wherever and by whomsoever done. The farmer following the plow or swinging the scythe; the blacksmith fashioning the stubborn metal at his glowing forge; the carpenter pushing the plane and saw; the mason working by plumb and square; the miner delving in sunless corridors; the sailor doing daily battle with storm or calm on the treacherous deep; the sewing girl shivering in the attic and praying for God's blessed sunshine to come again; the cowboy detailed on perpetual guard over his untamed herd; the schoolmaster weary with the petty yet important duties of the schoolroom; the merchant at his counter; the preacher in his pulpit; the lawyer in his office; the doctor in his never-ending struggle with disease,—all who do honest work with honest purpose are worthy citizens of the commonwealth. The body politic is composed of many members with diverse but indispensable functions. Which is the most important and which

is most to be favored or honored, is not the question, and should not be a question. The legitimate interests of one citizen cannot conflict with the legitimate interests of any other. In the complex yet harmonious adjustment of society there cannot rightly be any clashing claims. With mutually dependent interests, there should not be any hostile feeling by one class of laborers towards another. Shall the eyes say to the ear, "I have no need of thee," or the hand say to the foot, "I have no need of thee"? And he acts not wisely who would array one class of the community against the others. Whilst striving to promote our own interest in every lawful and honorable way, let us not forget that the prosperity of one increases the prosperity of all; let us not forget that the greatest bodily vigor is found only where all its members enjoy the fullest health and freedom of action consistent with the general good. And it has been earnestly and well said to-day by the representative of the Grange—for this is a kind of triune celebration—that labor, to attain its best results, must be educated. Whilst giving a theoretical assent to this proposition, how few there are who strive to condense theory into practice! Ask the teachers of this county how many parents show any real interest in the education of their children beyond sending them to school and paying the tuition fees. And some do not display even that much concern in the welfare of their children. Ask the teachers how many parents visit the schoolhouse to learn whether their children are doing well or ill—to encourage the teacher and stimulate the child by their presence. The answer will prove that few parents are doing their duty in this matter. Of one thing we may rest assured, which is, that neither industry, integrity, nor moral worth will ever exercise their due influence either in society or in state or national councils, until education shall have equipped them for the contest.

But a sound Christian morality is also one of the indispensable forces that must preserve our liberties and establish our prosperity. History teaches the sublime truth that moral ideas have exercised a profounder influence upon the destiny of nations than even the thirst for power or the unholy greed of gain. Among all peoples the religious sentiment has maintained a dominant place. From the day when first the sacrificial fires blazed upon rude altars reared by the progenitors of our race, to the present time, when the Sabbath air is musical with song, and the chime of church bells is heard

around the world, in all countries and in all ages the moral nature of man has claimed, if it has not always established, a controlling influence in human affairs. In ages so remote that tradition, standing upon the confines of historic record, explores their dim regions and bears to us the uncertain chronicle of their deeds—in those far ages, we see the material doing homage to the spiritual and seeking alliance with it as the strongest conservative force of the world. Later still, we find the temporal and religious sovereignties so united that equal honor is given to the emblems of royalty and the insignia of the priesthood. The same truth is illustrated alike in the fetich worship of the barbarian and in the solemn ceremonial of Christian temples. Egyptian Isis and Osiris, the Joss House of the Chinaman, East Indian Brahma, Grecian and Roman altars, Persian temples, the bloody rites of the Druid, Mohammedan mosque and even modern infidelity itself,—all confess the existence and acknowledge the supremacy of the spiritual principle which, however perverted, distorted, or degraded, has manifested itself and asserted its claims to recognition on every page of human history.

If what I have said be true, it follows that the importance of the Sunday School cannot be overrated. As mighty a force as the one to which I have alluded, must be subsidized to the support of our state and country, for it is the most enduring of the great quadrilateral which guards the prosperity and the liberties of the people. As in the academy and college are sown the seeds that shall ripen into intellectual harvests, even so is the Sunday School the seminary of the soul. The fruits of intellectual culture may pass away and be consumed in the using, but the harvest of the soul shall be gathered into the imperishable garners of God. If these children are to be the future rulers of the land, let us look well to it that they be fully prepared for the high and solemn trust. We know, aye, we have felt, that mere intellectual culture does not make the faithful ruler. We know that a man may be so learned that his eye scans with familiar glance the whole field of knowledge; he may be so eloquent that rapt senates hang entranced upon his artful utterances; and yet he may be so degraded as to barter justice for a gift, and drag the unsullied ermine of honor through the foulest channels of corruption. English history, France in the brightest day of her intellectual career, the records of American legislation within our own memory, but too emphatically attest the truth of what I now

assert. The statesman, then, can perform no higher duty to his country than the encouragement of every institution that tends to broaden and deepen, to strengthen, and to purify the moral nature of the people. Nor can the individual citizen accomplish more lasting good for his community and for himself than by the establishment of those schools where honesty is inculcated not because it is "policy," but because it is a sacred duty to be honest and a shame on manhood to be otherwise, where the nobler elements of our nature are nourished, where the plastic heart of childhood, through the words of Holy Writ and the chastening influence of simple yet beautiful melodies shall receive impressions which time nor chance nor change can erase. And every child thus educated becomes a conservator of order, a promoter of the general welfare, a citizen upon whom his neighbors, upon whom the state may safely call for aid in the day of peril. And thus the Sunday School, in the final analysis of its results, is intimately connected with the fate of this Republic, and works in coordinate harmony with the broad mission of labor, with the elevating aims of education, and with the noble impulses of patriotism.

I hold that patriotism is but the manifestation of a broad and generous selfishness. It begins at the hearthstone, where, as at some consecrated shrine, is gathered all that is purest, holiest, and best of this mortal life. Thence it extends to our neighbor whom we know—widens through the country—embraces the state—and pauses not till the far-circling wave of affection touches the uttermost limits of that land which we call "Our Country." We love it because it is our fatherland, as the Germans beautifully and fitly express it; because we make its laws and elect its rulers; because the honored dust of our forefathers lies beneath its sod; because it is ours, to have and to hold the same unto us and to our heirs forever!

After a long and weary voyage, his good ship now assailed by the tempest and anon becalmed in pestilential seas, the sailor casts anchor in the safe and placid waters of his chosen harbor. As he gazes upon broken bulwark, tattered sail, and severed mast, he thanks God that the storm has rolled away; that peaceful breezes blow and cloudless skies once more bend above him. Nor does he mar the present hour with vain regrets or hopeless repinings. To-day is his, the future lies before, and with manly courage he turns

to meet the duties which confront him then and there. There is much cause for rejoicing to-day with honest men of all parties. When we look abroad over our country, we behold the glad scene of every state restored to its natural and only safe relation to the general government and to the other states. Were this not true, any celebration of the Fourth of July would be a mockery and an insult to the intelligence of the people. Disorganized and distorted by a tremendous conflict, the fair form of republican government was for a time but the wreck of its nobler self. But to-day the chains are stricken from long-fettered limbs, the invincible principles of free government have triumphed at last, and the Blue and the Gray alike are ready to do honor to that flag upon whose folds now shines with equal lustre every star in the constellation of the states. Nor is this glorious consummation due to any one party. If the Democrats strove for its accomplishment and inspired the popular heart with that desire, it is a Republican President who has done it, thus making this grand achievement the common property of both parties and all the people. I say of both parties and of all the people, for the people have broken away from the leadership of hate and returned to the gentler counsels of peace A new era dawns before us. Old issues are dead and buried out of sight, and none are strong enough, even if any were mad enough, to revive them. We will build monuments, if you please, above them to hold the record of what part they once played in the drama of our national life. Ever and anon memory may revisit the scene, scattering flowers over lonely mounds or twining garlands around the monumental shaft; yet it is the present with its duties which we must confront. There is work enough for brain and heart. We stand but upon the threshold of vast possibilities in science, art, education, agriculture, intellectual, moral and physical development. Watch the grand procession of the states. With steady tramp and equal step it moves. The world never saw such a political organization before. Thirty-eight sovereignties yet one government. That is the central idea. Only one hundred and one years old, yet abreast with nations that were hoary with age before the sturdy colonist fired that first shot "heard round the world." Forward, then, in the great work. As Texans, we should be no laggards in the race. We build for the future; and, however humble the individual part, it is full of honor and proud results. And so, assembled here beneath the green arches

of this forest cathedral whose choir is the song of birds, the murmur of the breeze, and the roar of the storm, "heart within, and God o'erhead," let us pledge ourselves anew to the preservation of those principles and the use of those agencies through which alone we may remain a free and happy people.

THE UNIVERSITY

GENERAL NOTES

Calendar of Winter and Spring Terms at Austin

January 4: Registration day; Winter Term classes begin.

January 9: "James B. Clark Memorial Edition" of *The Texan.*

January 16: Annual Inter-society debate; Athenæeum wins, but Parrish, of the Rusk, is awarded first place.

January 19: Poe Centennial Celebration. Meeting of the Board of Regents.

January 21 and 22: E. C. Carter addresses the Y. M. C. A.

January 25: Glee and Mandolin Concert in the Auditorium.

January 30: Annual Social of the Department of Education.

February 22: Washington's Birthday, a holiday.

February 23: Freshman reception.

February 25: President Eliot's visit.

February 27: The Curtain Club presents *The Silent Woman.*

March 1: Skinner Prize contest; Towne Young wins the first place, A. W. Pleasants the second.

March 2: Texas Independence Day, a holiday; addresses by Hon. J. M. Terrell and Professor D. B. Tarlton.

March 3: Madame Marchesi concert.

March 5: "Germania Society" presents *Die Journalisten.* Texas plays St. Edward's, 7-11.

March 15-20: Winter Term Examinations.

March 22: Registration day; Spring Term classes begin.

March 26 and 27: Conference for Education in Texas.

March 27: Concert by Girls' Choral Club and Violin Club.

March 28: Texas plays Georgetown, 12-4.

April 3: Wilmot Prize Contest in Declamation: A. C. Allan wins first place.

April 5: Texas plays St. Edward's, 9-0.

April 9: Texas plays T. C. U., 2-5.

April 10: Texas plays T. C. U., 3-2.

April 12: Memorial Exercises to Judge Clark; addresses by L. W. Parrish, Professor G. P. Garrison, and Hon. R. E. L. Knight.

April 13: Texas plays San Antonio, 2-5.

April 14: Texas plays San Antonio, 1-10.

April 15: Ex-Governor Glenn addresses the Y. M. C. A.

April 16: Y. M. C. A. and Y. W. C. A. picnic. Texas plays Dallas, 4-11. Texas wins annual debate with Louisiana State University.

April 17: Texas plays Dallas, 0-13.

April 18-25: Annual baseball trip; Texas loses all six games played.

April 19: Baker and Eyres win tennis championship in doubles.

April 21: San Jacinto Day, a holiday; annual excursion to New Braunfels.

April 22: Texas loses annual debate with Missouri.

April 23: Track-Meet with A. & M. at College Station; Texas wins, 70-47.

April 26: Texas plays Southwestern, 6-0.

April 27: Track-Meet with Southwestern; Texas loses, 48-75.

April 29: Annual election to Phi Beta Kappa.

April 30: Texas plays Baylor, 12-10. Dedication of the Texas Bible Chair.

May 1: Texas plays Baylor, 3-2.

May 3: Texas plays A. & M., 11-5.

May 4: Texas plays A. & M., 0-2.

May 7: Jane Abercrombie song recital.

May 14: Senior luncheon.

May 15: Varsity parade and circus.

May 19: James B. Clark Memorial Window unveiled.

May 31-June 5: Spring Term examinations.

June 5: Reception by Y. M. C. A. and Y. W. C. A. at Mrs. Kirby's.

June 6: Commencement Sunday; baccalaureate sermon by Dr. E. Y. Mullins.

June 7: Alumni and Class Day; campus concert; meeting of Alumni Association; Class Day Exercises; meeting of Phi Beta Kappa; Alumni Address by Judge W. H. Wilson; Alumni Reception at the Woman's Building.

June 8: Commencement Day: Commencement exercises; address to the graduating classes by Senator Robert E. Cofer. Final Reception at the Driskill.

The University and The Legislature

It has been decided that the University shall run on short rations for two years more. The provisions made for it by the State government have failed to keep pace with the growth of the State and its needs for higher education, and have failed to keep pace with the number of students, which doubled in four years, while two years witnessed an increase of fifty per cent. A better condition had been hoped for. The low state of the treasury in 1907 explained, in part, the small provisions at that time; but it was thought that the surplus and the large fine received this year would lead to a different result.

And a comparative view leads to a similar conclusion. California, Wisconsin, and Washington, all younger than Texas—the last having been admitted to the Union in the early nineties—have each supplied its State University over a million dollars a year, as compared with less than a quarter of that amount available here; Illinois, Michigan, Missouri, and Iowa stand abreast of the three States first mentioned; even Kansas, Nebraska, and Colorado are not far behind; and Oklahoma has

caught up with Texas. Most of the universities mentioned have large endowments independent of appropriations.

The requests of the University were moderate, less than actual needs: $270,000 a year for the Main University, $61,000 a year for the Medical Department, and $60,000 for a Medical laboratory building; in all, $361,000 a year. The Legislature granted for the two purposes first mentioned, respectively, $240,000 and $55,000, and nothing for the third. The Governor vetoed $50,000 a year of the $240,000.

The result is that the University cannot grow as the State is growing, that work will have to be carried on in cramped quarters, in the absence of much needed buildings, and that extensions that would have served the people well must be postponed. The most serious factor is the lack of buildings, both because they are needed now, and because only the small available fund can be used for that purpose, and it will, therefore, take years to make up for the loss. Especially serious is the inadequate housing of the University's valuable library.

Fortunately, the present teaching efficiency of the institution can continue unimpaired. The high quality of work can be maintained by a competent and loyal faculty, and books and apparatus can be supplied for immediate needs. The work done will be done well.

The relations with the legislative authorities were pleasant and satisfactory. Most of them were glad to learn the policies, purposes, services, and needs of the University. Most of them were very friendly to the institution, and appreciated highly the valuable work it is doing, and the greater work it is to do, for the people of Texas. Many returned home with a far better understanding of the institution, which they will spread among the people. It can be expected with confidence that each two years will witness a better understanding between the University and the Legislature, and, as a consequence, higher and broader opportunity for both to serve the people of the State. Meantime, this institution will continue to do its full duty to the people of Texas.

Two Serious Losses to The University

At their meeting January 19 the Board of Regents accepted the resignation of H. E. Bolton, Associate Professor of History. A few days later it became known that P. L. Windsor, Librarian, would leave the University with the end of the present session. Dr. Bolton goes to Leland-Stanford University as Professor of American History; Mr. Windsor, to the University of Illinois as Librarian and Director of the Library School.

In the resignation of Dr. Bolton and Mr. Windsor the University suffers a serious loss. Both have been actively connected with the University for a number of years and had come to feel at home in Austin; both go because the University of Texas was unable to offer such inducements as were offered by the universities to which they have been called.

Each of these gentlemen had distinguished himself here in his peculiar

field: Dr. Bolton as an active investigator and an inspiring teacher; Mr. Windsor as a live, progressive, and unusually well-balanced director of the library and a most able and industrious man of affairs. Both of them had won the fullest respect and confidence of the University at large.

President Eliot's Visit

The happening of most interest during the Winter Term was the visit of President Eliot, of Harvard, on February 25. President Eliot's visit to Austin and the University came in the course of a tour of several weeks' duration through the South. His stay in Austin was for but one day, but that day was brimful of activity. The distinguished educator reached Austin early in the morning of February 25. At ten o'clock he was tendered an informal reception in the Regents' Room, where he met the faculties of the University and took part in a brief educational conference, and later met a number of invited guests from Austin and elsewhere. At eleven o'clock he delivered an address in the Auditorium of the University. At the conclusion of his address he was shown the various things of interest in the University. Then followed a luncheon at the home of Mr. E. M. House, after that a drive over the city. At three o'clock President Eliot addressed the Legislature in the Hall of Representatives on the subject "Education," and at five o'clock he delivered an address before the Business League of Austin on "Municipal Government." He was entertained at dinner at seven o'clock by President and Mrs. Mezes, other guests being the Harvard men in the Faculty of the University. Mrs. Eliot accompanied President Eliot, and while President Eliot was meeting the Faculty in the Regents' Room in the morning, Mrs. Eliot was tendered an informal reception by the ladies of the Faculty in the Woman's Building.

At the educational conference in the Regents' Room the chief subject of discussion was the Elective System. In a talk of about fifteen minutes President Eliot, in his calm, easy, but assured manner, told of the history of the system and of how it has worked at Harvard. The elective system, he said, became a necessity by virtue of the immense growth in the number of courses offered, no student at Harvard nowadays, he asserted, being able to take more than one-twentieth of all the courses announced. Some subjects, he admitted, should be prescribed, but all, or practically all, of these, he held, are got by the average Harvard man in his courses in the preparatory schools. Incidentally President Eliot put in a word for individual instruction. In one of the departments at Harvard he asserted proudly, the ratio of pupil to instructor is only 2⅓ to 1.

President Eliot's address in the Auditorium followed this meeting in the Regents' Room. The subject of this address was "Universities: Their Advantages, and What the Student Should Get From Them." The venerable educator spoke in part as follows:

"Today we have schools, colleges, and technical schools. At the head of these stands the university. The American university is a novelty to the world. The support of the university, so far as State support is concerned, is entirely new.

"The university trains for all professions. At Harvard the oldest professions are fully developed. Then there are the new professions equally well developed. We train students both for the old and new professions, such as the lawyer, the doctor, the architect, the engineer, and the chemist. We train for business in its higher walks. The establishment of a School of Business is our latest innovation. Business has become an intellectual pursuit. The American university trains for a larger number of professions than were heretofore known. We train the expert in all fields of human knowledge. The expert is a comparatively recent production of the last sixty years. The great business is nowadays conducted by experts. Teachers are determined by the boards of directors and the boards of regents. When these boards do not know enough to employ the expert, failure is to be expected. To the expert the future of the country belongs. The university is the place for his training.

"The American university is also the field for scientific research. I use the words 'scientific research' in the broad sense of the words, and not in the narrow sense confining them to any particular branch of learning. Investigation is the only method of ascertaining truth—this is scientific research. Every university makes preparations for this. Some of the wisest are preferring it to all else. Thus at the University of Illinois, in the Department of Agriculture, there is an annual expenditure of $250,000. A large part of this goes to research. The other part goes to conveying the results found to the people over the State. At the University of Wisconsin I am told that the total value of corn production was increased over $1,000,000 in one year in the State through the diffusion of seed corn over the State after the University had discovered how to prepare the corn. That is the proper way for research. First make the research, then diffuse the results. There are full alliances between the University Library and the State Historical Society at Wisconsin. They work in harmony, and together contribute to the study of the history of the State and the history at large. They plan research and carry out the work, diffusing well the knowledge obtained. This shows the progress of scientific inquiry in all fields of knowledge.

"All American universities contribute a large number of men to public service each year. The university thus contributes greatly to the advancement of public institutions by contributing men.

"There is another field to which they contribute largely—the profession of teaching. The schools and colleges are fed by the stream of those coming out of the universities. Here are trained the most advanced and experienced teachers. Here there should be large appropriations to uplift the teaching departments.

"The universities and colleges of the State hold up the standing of the

secondary institutions. This is a great service to the country. I congratulate you and Texas in the rapid advancement of the high school in this State. The whole South has shown development along this line, but Texas leads the South in this matter. This is the fruit of the work of the University of Texas.

"Education should not cease with the educational institution or in the prescribed period for the young man or woman; it should go on through life. If a young man finds political life or the law corrupt and dishonest, the ethical training received in the University will have been corrupted. If he goes to serve a public utility or other employers and finds the industrial ethics at a low stage, his early training may fall away from him, and he may take up the faults of the industry that he has gone into.

"Education implies progressive training—work of greater and greater merit and interest. There should be opportunity for growth in the individual. There should be improvement of good will between the employer and the employee. Our national education should be made continuous in this respect. The firm principles of morality, love of justice, consideration, mercy, good will, should be the result of the training.

"One of the things that have brought me to Texas is the municipal government. Texas had given a lesson to the entire country in the commission form of government, rescuing people from dishonest, incompetent government, and giving them a satisfactory one. It is an admirable lesson that Texas has taught. Massachusetts has learned the lesson in a certain sense. Last year three cities in that State adopted commission charters modeled on Texas and Iowa city governments.

"I also think highly of the process of private citizens giving money for public uses. I am very glad to see evidence of this on the campus of the Texas University. You have a building on this campus given by a private party. What a delightful opportunity is this to do some good for the public. There is no greater lesson to be learned than the doing of some perpetual good.

"It has been said, 'Lawyers work hard, live well, die poor.' The same thing may be said of teachers. The reward of teachers is, however, supremely great. They have the opportunity of doing some perpetual good in this world, winning the love of several generations of people, and commending themselves to the community at large. They are highly privileged men and women.

"Education is transmissible and the surest thing to be transmitted. I have seen education transmitted through four generations. It is a safe thing to transmit and a sure thing to be transmitted. What is it? The education which we want to make general is character formation,—character in the community at large. It is made by becoming acquainted with the stream of the world, what men and women have done. This stream of the world is what forms character. This is what you students should win.

"The next element is the power of expression. You should all learn

some power of expression—music, drawing, the art of public speaking, the art of reading aloud, acting, or reciting. That power is of interest to the world.

"There should be an intimate acquaintance with some part of human knowledge. So great is the range of human knowledge that the acquaintance may be with a very small part. That part should be learned here, as it may give you a chance for success, and is imperative. However, that is not the most important reason. It is only through intimate acquaintance that you can learn the way of the truth. This is the way to discover truth. You can never reach the goal of truth, and the human race will always pursue it. Intimate acquaintance is learning the best way of the best thing that you can learn, and you must learn it here.

"Here, too, you must find your imagination. People often wish to restrict universities to what they call utilities. The trouble is that utilities omit the power of human imagination, omit the power of human genius. We have had to revise the views of the cultivated men. We have had to revise the views of the human imagination. The depths of science lead to constructive imagination. Darwin's imagination led him on to make his great discoveries. His results often went beyond the results of exact knowledge. From his imagination came beneficence to the human race.

"Diphtheria has ceased to be dreaded. We do not know what antitoxin is nor what it contains. We only know that the serum of the blood of a horse inoculated will on injection become an antidote. All of that came out of imagination. The human imagination is still the great leader of discovery.

"Let me say to you in this beautiful institution, that you must get your imagination kindled. It is the fire of truth. Through it we get the great idea of the country—the idea of human liberty."

The Poe Centennial Celebration

On January 19, the University by way of celebrating the one-hundredth anniversary of the birth of Edgar Allan Poe, placed on exhibition on the second floor of the Main Building a collection of books, manuscripts, pictures, and other things of interest in connection with Poe's life and work.

Perhaps as many as one hundred volumes, either by Poe or about him, were displayed, most of them coming from the University library, but a number of them from the private libraries of citizens of Austin. Among the books displayed were the ten-volume edition of Poe's works, edited by Stedman and Woodberry, and what is now generally considered the standard edition of Poe, that of Professor James A. Harrison, of the University of Virginia, consisting of no less than seventeen volumes. Perhaps as many as twenty different editions of Poe's poems were exhibited; and there were also several studies of Poe by European writers,

among them a book of seven hundred pages by Emile Lauvriere, and the famous essay on Poe by Baudelaire. Other books of interest were the three volumes of the *Southern Literary Messenger* published under Poe's editorship.

But more interesting than the books displayed were two poems written for the occasion and several original manuscripts written either by Poe or his friends, which were kindly lent to the University by a lady of Austin. The original poems composed for the occasion were a sonnet by Miss Jessie Andrews, of the University Faculty, and a lyric by Mr. Hilton R. Greer, formerly a student of the University of Texas and one of the most promising of our younger bards.

The manuscripts exhibited were a letter of Mrs. Frances Sargent Osgood, one of Poe's warmest friends and the lady to whom he addressed three of his later poems, and the original manuscript of a letter written by Poe himself in the fall of 1837. In this letter, which is addressed to Mrs. Sarah J. Hale, the editor of Godey's *Lady's Book*, and which was written at Richmond, Poe represents himself as having again assumed an editorial position on the *Southern Literary Messenger*. He had resigned the post of editor-in-chief of the *Messenger* in January of 1837, and the fact that he was connected with it later in the year has escaped the attention of all his biographers.

The Curtain Club and "The Silent Woman"

The Curtain Club came into a definite organization in January of this year. The name was chosen from one of the two theaters running when Shakespeare went up to London to seek his fortunes there. The membership of the club is limited to twenty.

It was thought best, as a means of launching the club, to begin with a play. The primary object of the organization, however, is to stimulate interest in the drama, the modern playwrights especially. The courses offered in the University work are intended to cover, more or less, the classic drama; but the moderns, since they are not offered in that way and are played but rarely in our theaters, are practically strangers. It is the plan of the club to add from time to time such selections from the modern dramatic publications as will afford better opportunities to those who may wish to inform themselves in this direction.

Though reading is the primary intention, the secondary interest of the Curtain Club will be the presentation of plays. These plays are to be chosen wtih a view to their unique interest, academic or otherwise, and are to exclude all plays given at present on the professional stage.

Ben Jonson's *The Silent Woman* was chosen as the first play to be given. The play was presented on February 27, almost exactly three hundred years after the original production in the reign of James I. Except for the necessary cutting, the play was given largely as Jonson wrote it.

The large audience which greeted the players in their initial per-

formance was greatly pleased. The spirit of the entire presentation was thoroughly Elizabethan. The scenery was meager, but in accordance with the style of the age. Several wall hangings were prepared by the coach, Mr. Young, after early Seventeenth Century types. An antique set of carved furniture of the Sixteenth Century helped to give the necessary tone to the stage. The costuming, which was especially designed under the direction of the coach, was typically Elizabethan. Not the least effective element in creating the atmosphere of the age was the music rendered by a select orchestra of strings thoroughly drilled in the old music. The following program was rendered during the evening:

"Sellinger's Round, or the Beginning of the World," from Lady Neville's *Virginal Book*, 1543 or earlier; "Willow, Willow, Willow," used in *Othello;* "O Mistress Mine, Where Are You Roaming?" from Queen Elizabeth's *Virginal Book*, 1599, used in *Twelfth Night;* "It Was a Lover and His Lass," 1600, used in *As You Like It;* "The King Henry VIII," called also "Pastime With Good Company," by King Henry VIII, 1520; "Come, Live With Me and Be My Love," 1591; "Mad Tom, or New Mad Tom of Bedlam," sung at the Curtain Theater as early as 1610.

The acting deserves especial notice. The general excellence of the performance in this respect was a surprise even to the intimate friends of the players. The ease and naturalness, the complacency and self-possession of the young men in their parts, even in the difficult feminine parts, would have done credit to a professional company. For thus developing the inexperienced members of the Club into creditable actors, Mr. Young has demonstrated his insight into and mastery of histrionic and dramaturgic problems. It would be invidious here to attempt to individualize the special merits of the various performers. The whole cast from Morose to his servant Mute did good work, each one filling his rôle admirably. The apportioning of the parts was evidently done with discrimination. The following is the cast of characters:

PERSONS OF THE PLAY

Morose, a Gent. that loves no noise.....Robert E. Hardwicke, 1911.
Dauphine Eugenie, a Knight, his nephew.....Benjamin H. Dyer, 1909.
Clerimont, a Gent., his friend.....Charles W. Trueheart, 1911.
Truewit, another friend.....Ira P. Jones, Jr., 1911.
Epicoene, supposed the silent woman.....Harold C. Morris, 1910.
John Daw, a Knight, her servant.....Curtis M. Rosser, 1911.
Amorous La-Foole, a Knight also.....Shirley P. English, 1911.
Thomas Otter, a land and sea captain.....William A. Philpott, Jr., 1908.
Cutbeard, a barber.....A. Ritchie, 1911.
Mute, one of Morose's servants.....Alfred L. Bromberg, 1909.
Mad. Haughty..... } ..Ladies Collegiate. { .....Asa E. Allen, 1909.
Mad. Centaure..... } { .....Marion J. Levy, 1910.
Mrs. Mavis..... } { .....Thornton Hardie, 1912.
Mrs. Otter, the captain's wife, a pretender.....George D. Sears, 1910.
Servant.....George A. Hill, Jr., 1911.

It is hoped that the production of such plays as *The Silent Woman* will increase in every way the interest along dramatic, dramaturgic, and histrionic lines in the University, and, further, that such perfomances may be of some use to the University abroad. Already this initial effort has been noticed among some of the college periodicals. Mr. Young has received a number of encouraging letters, and various letters have come to the members of the club from the alumni over the State, commending the undertaking and emphasizing its significance.

L. W. P., Jr.

The Fortnightly Club

The last meeting in May closed the most successful year the Fortnightly Club has known since its organization in 1906. The membership numbered twenty-three, a considerably larger total than in previous years. Twelve meetings were held, and at each one of these some member presented a document of more or less human interest, which was later discussed generally by those present. It may be added that the treasurer sustained his reputation, and the cuisine was excellent.

The papers read during the Winter and Spring Terms were:

Dr. Barker: "Causes of the Texas Revolution."
Dr. Bolton: "Letters of Athanacio de Mèziéres."
Dr. Yoakum: "Some Illustrations of Pragmatism."
Dr. Griffith: "An Adventure of Sir Gawain."
Dean Battle: "The Preservation of the American College."
Principal J. E. Pearce: "The High School and the University."
Dr. Penick: "The Present Condition of the Classics."
Dr. Campbell: "The Widow of Ephesus."

As the titles indicate, five of these eight papers are research studies, all of which will probably meet with prompt publication. It is believed that the Fortnightly Club has acted as a stimulus to investigation in this way, and that through its agency many articles have seen the daylight which otherwise would not have taken shape. This statement is not true of all research articles read before the Club, as many of them obviously were not originally undertaken for home consumption. But some were, and for the writing of these the organization claims partial credit.

On the other hand, five or six of the Club meetings this year have been given over to more popular and less formal theses on pedagogical themes. The discussions following such papers have been general and on some occasions even vigorous. Nevertheless there is a danger that the habit of having such discussions may grow so strong with the Club as to make it lose sight of its primary excuse for existence.

Dr. D. A. Penick is now president of the Club.

R. A. L.

The following account of the Clark Memorial Services on April 12 is clipped from *The Texan* of April 12:

The Clark Memorial Exercises

"Monday morning at eleven o'clock the students and Faculty of the University assembled in the Auditorium to hold memorial services in honor of Judge James B. Clark. The house began filling at an early hour, and by the time the services started about eight hundred students had assembled to do honor to the man who was for so many years the best beloved to all University of Texas people throughout the State. There was none of the usual bustle and chatter and frivolity of the Auditorium gathering; as one stepped into the room he became aware of the grief that seared the hearts of those present. Each person quietly entered and took a seat; in each eye there was that far-away look which tells of tender sorrow and the unshamed tear for one who was very dear to us.

"Promptly at eleven o'clock the procession of the Faculty entered, with President Mezes at its head. As it was seated on the stage, President Mezes advanced to the front and stated the reason for the meeting in a few well-chosen words. The invocation was then delivered by Dean Townes, of the Law School.

"Dr. George P. Garrison delivered the address on behalf of the Faculty. It was very fitting that this should be done by Dr. Garrison, as he was a colleague of Judge Clark for nearly twenty-five years. Dr. Garrison's address dealt chiefly with Judge Clark's connection with the University. The students were represented by L. W. Parrish, of the class of 1906, and the Law class of 1909. Mr. Parrish spoke of Judge Clark's relations to the students in a very touching manner. The last speaker was Hon. R. E. L. Knight, of Dallas, who graduated in 1888, representing the alumni. For half an hour he paid an eloquent tribute to that dear old gentleman who was always on hand to welcome a visiting alumnus. Rev. Frank L. Jewett delivered the benediction."

The following account of the unveiling of the Clark Memorial Window presented to the University by the Class of 1909 is clipped from *The Statesman* of May 20:

The Unveiling of the Clark Memorial Window

"Evidence of the love of the student body for the late Judge James Benjamin Clark, for many years Proctor of the University, was shown yesterday in the presentation by the Senior Academic Class of a beautiful stained glass transom window, which was placed above the south entrance of the Main Building. The presentation exercises took place at four o'clock in the presence of President Mezes, the members of the Faculty, and many visitors.

"The class song, written by Miss Margaret Levy, was first sung by the members of the class, after which a selection was rendered by the University Violin Club.

"Miss Linda Spence delivered a beautiful tribute to the late Judge

Clark, dwelling on his uniform courtesy, his kindly manner at all times, his patience, unfailing good humor, and the love of the students for him.

"W. H. Harrison, as president of the class, presented the window to the University, speaking affectionately of the *Alma Mater* and also eulogizing Judge Clark.

"Dr. W. J. Battle accepted the gift on behalf of the University, and spoke the appreciation of the Faculty and officers for the spirit which prompted it. He dwelt upon the harmony existing between the student body and the Faculty, spoke of the work of Judge Clark in promoting and fostering this spirit, and voiced his appreciation of the evidence by the Senior Class of the love of its members for the University and their late Proctor.

"The exercises were concluded with a selection by the University Violin Club."

Music in the Winter and Spring Terms

Each of the local organizations took part in a concert in either the winter or the spring term. On January 12 the Band and Orchestra gave an excellent concert; they were both under the leadership of Mr. Collins, and he maintained his reputation as a leader of the first class; he has done well with these organizations during the current session.

On the 25th of January the Glee and Mandolin clubs gave a poorly attended concert, which lacked the evidence of training that has characterized the clubs in the past. The Mandolin Club showed to better advantage than the Glee Club. This experience should serve as a good lesson to the organizations. Carefully prepared programs well rendered are the only ones that will receive the consideration of the public.

The Girls' Choral and Violin Clubs, which gave a concert on March 27th, appeared to much better advantage. Both clubs acquitted themselves well, the former under the leadership of Professor Metzenthin, the latter led by Miss Wright.

Other attractions of the season were Mme. Blanche Marchesi, March 3d, Mrs. Constance Loucks Balfour, April 2d, Mrs. Jane Abercrombie, May 7th, and the Festival, May 21st and 22d.

Mme. Marchesi's recital was a real treat. Her program was well selected and as well rendered. Especially pleasing was her rendition of the *Erlkönig* by Schubert; the music suited her voice and her temperament; the listener could not but be thrilled. Her pianist and accompanist, Brahm Van Den Berg, was no less an artist. He was heartily approved by a very critical audience.

Mrs. Balfour can hardly rank as a professional in the strict sense of the word, hence, not being well known as an amateur, she did not attract. She did not establish a reputation in Austin that will be of much financial benefit to her here or elsewhere. Mr. Ludwig accompanied her in his usual acceptable way, and Mr. Arthur Saft gave a violin selection. One can not refrain from stopping for just a word of appreciation for Mr. Ludwig,

who has been so suddenly taken from our midst. Austin is now without a pianist who can serve any soloist acceptably as accompanist, a distinct loss to all music lovers. We would cherish his memory, and can but be reminded of him on all musical occasions.

Mrs. Abercrombie is no stranger in Austin, so it is enough to say that all music lovers were delighted to have another apportunity of hearing her before her departure for professional engagements. She was at her best and gave a delightful recital. We are sorry she has gone, and that with the going of her Faculty relatives, we may not have the pleasure of hearing her again soon. The most distressing part of all was the small audience. It is a matter for serious consideration that the students do not take more interest in such forms of entertainment; they might be greatly assisted by the approval of the Faculty, given by word of mouth and by presence. It is to be hoped that the time will never come when music shall cease to be a required subject for general culture.

The climax of the musical season was the Festival. There was disappointment over the failure of the orchestra to appear the first night; if the management expects to command the respect and patronage of the public, it should be entirely frank and announce definitely in advance that the whole show will not appear. The first evening of the Festival was not a success from any standpoint. After the arrival of the orchestra, which was the principal attraction, the public attended better and was well repaid for attendance. While the orchestra is not the best that has been to Austin, it is excellent, and every music lover should have heard it; more popular prices might have brought out larger numbers and made more money. The soloists were good, but not unusually so; the Festival chorus was not what it might and should have been, and the musicians of the city have only themselves to blame: they simply would not come out and help. The faithful ones who did help deserve all credit; those who sat back and criticized do not deserve the efforts of the few who worked so hard to bring the orchestra. All honor to those who labored so hard. Mr. Metzenthin was in every way successful as a leader.

D. A. P.

Professor Bolton's Work in Mexico

The third annual report of the Department of Historical Research of the Carnegie Institution of Washington, contained in the *Year-Book* for 1908 (pp. 109-110), makes an interesting statement concerning Professor Bolton's work during the last year in the archives of Mexico. This statement is as follows:

"Professor Bolton's period of work in Mexico, for the preparation of a general guide to the unprinted materials for United States history, to be found in that country, was to extend from July, 1907, to near the end of September, 1908. Till the end of June he was occupied with work in the Federal city. He finished a systematic examination of the great stores of manuscripts preserved in the Archivo General y Publico, in Biblioteca Nacional, in the Library of the Museo Nacional, and in the general archives

of the Secretariates of War, Justice, Relaciones, Fomento, Gobernaciôn, and Hacienda. Through the good offices of our Secretary of State and of our Ambassador in Mexico, and the especial kindness of Señor Creel, Mexican Ambassador in Washington, the officials of the Mexican Government have been disposed to render all proper facilities for Professor Bolton's work. He has found the various governmental archives extraordinarily rich in material for all periods of United States history, and for the history of all parts of the country which were formerly subject to Spain—Texas, New Mexico, Arizona, and California. A partial account of these riches, mostly unknown to scholars hitherto, was presented in a paper entitled 'Material for Southwestern History in the Central Archives of Mexico,' which he read at the meeting of the American Historical Association in Madison in December, and which was printed in the April number of the *American Historical Review.*

"Before leaving the City of Mexico, Mr. Bolton examined besides the Federal archives, those of the Ayuntamiento, those of the secretary of the archbishopric, those of the Congregation of San Felipe Neri, and those of the College of Santo Domingo. Both in the capital and in the provinces entrance to ecclesiastical archives has been greatly facilitated by letters written on Mr. Bolton's behalf by His Excellency the Apostolic Delegate in Washington and by His Eminence Cardinal Gibbons.

"At the beginning of July Mr. Bolton went to Querétaro, to begin a similar exploitation of provincial archives. On the one hand, it was desired that he should examine the governmental archives to be found in the old provincial capitals of northern Mexico, from which portions of the United States had anciently been ruled; on the other hand, it was expected that several ecclesiastical archives in the same region would be found to contain extensive records of missionary activity and observation in our Southwest. These desires and expectations have been realized to a gratifying extent. At Querétaro Mr. Bolton found most in the archives of the Franciscan College of Santa Cruz; at San Luís Potosí, in the general archive and that of the Department of Justice, the latter containing the remaining papers of the old intendancy-general of San Luís Potosí; at Guadalajara, in the archives of the various departments, especially that of justice, in the Archive of Instrumentos Públicos, in the public library, in the archive of the Ayuntamiento, and in those of the secretary and *cabildo* of the archbishopric. At Zacatecas, his finds were chiefly in the College of Guadalupe; at Chihuahua, in the archives of the State. He devoted the remaining available portion of September to the archives of Parral and Santa Barbara, and of those of Durango and Saltillo. Resuming his work at the University of Texas on September 20, Mr. Bolton had left, of the provincial archives of the Mexican Republic important to our purposes, only a few of those nearest to Texas and accessible in short vacations."

LIBRARY NOTES

Growth of the Library

The University Library, including the Law Library of about 5,000 volumes, now contains 63,000 volumes and over 25,000 pamphlets. Over two miles of selving are necessary to hold the books. While the library is one of the largest two or three in the South, it is still only about one-fourth the size of the library of Michigan, one-sixth the size of that of Cornell, and one-thirteenth of that of Harvard University. Nearly 5,000 volumes are added annually.

The number of volumes added to the Library by years, each year ending March 31, has been as follows:

	By purchase.	By gift and exchange.	By binding periodicals and pamphlets.	Total added.	Total in the Library.
1902-03.....	1,059	299	2	1,360	37,384
1903-04.....	1,166	1,544	596	3,106	40,490
1904-05.....	1,626	2,100	517	4,399	44,889
1905-06.....	1,430	2,868	605	4,903	49,792
1906-07.....	2,549	1,526	608	4,683	54,475
1907-08.....	2,256	893	305	3,454	57,929
1908-09.....	2,775	1,291	686	4,752	62,681
Totals.....	12,861	10,521	3,319	26,657	

Circulation

The circulation for "home use" this year has been 28,834 volumes, with the following classes of books showing the largest circulation: English and American Literature, 4,600 volumes; Modern European History, 3,800; Education, 3,500; Periodicals, 3,400; Fiction, 2,400; and American History and Political Science, 1,300 each. Modern European History has during the year advanced from fourth to second place in this list. These figures for "home use" do not take account of volumes used within the library and are of course based on the regular classification of the books on the shelves, not on courses of study as pursued by the students.

Recent Additions

The most important single work purchased for several years has recently arrived at the University,—namely, the *British Museum Catalogue of Printed Books.* This monumental work was issued in 393 parts, and together with the Supplement of 14 volumes, is bound in 92 large folio volumes. The catalogue is mainly an author list of the books in the British Museum library in the year 1900, but inasmuch as the printing of the catalogue was begun in 1881, the earlier volumes lack all of the books added to the library between that date and the year 1900. These omissions constitute the *Supplement,* so that the catalogue as a whole, though in two alphabets,

forms a complete catalogue of the books in the library in the year 1900. Not only does the British Museum have the largest collection of books in the English language, but it also has the reputation of having the best collection of the literature of each and every foreign country outside of the foreign country itself, and with few exceptions this is probably true. The two million books and thousands of manuscripts and thousands of pamphlets, all so arranged and cared for as to form a convenient working library for advanced students, make up a great national library which is the pride of English-speaking scholars everywhere. The catalogue is, of course, a bibliographical tool chiefly for the use of scholars, but it also is an aid to the library staff in cataloguing books in our library. Certain sections of the catalogue, as for instance the sections dealing with Bible and with Shakespeare, and with Periodicals, form in themselves large and notable additions to the bibliography of those subjects.

Among other recent purchases are the following:

Gallardo, B. J., *Ensayo de una biblioteca española de libros raros y curiosos*, Madrid, 1863-66. 4 volumes.

Le Soudier, H., *Bibliographie française*, Paris, 1900. 10 volumes.

Appleton's *Annual Encyclopaedia*, new series, volumes 8-20 to complete our set.

Zeitschrift für Psychologie und Physiologie der Sinnesorgane, Hamburg, 1890. 50 volumes in 29.

Jaures, J. L., ed., *Historie socialiste* (1789-1900), Paris, 1901. 13 volumes.

Germanistische Abhandlungen, Breslau, 1882-91. 26 volumes in 7.

Revue des Etudes Rabelaisiennes publication trimestrielle consacrée à Rabelais et à son temps, Paris, 1903. 6 volumes.

Corpus Inscriptionum Latinarum, Berlin, 1863-1907. 40 volumes.

Diderot, Denis, *Oeuvres complètes*, Paris, 1875-76. 20 volumes.

Gazette nationale, Paris, 1850-54. 32 volumes.

Buchez, P. J. B., ed., *Histoire parlementaire de la Revolution française*, Paris, 1834-38. 40 volumes.

Among the gifts may be mentioned the following:

About two hundred volumes of the Congressional set of United States Documents of an early date to help complete our set.

About two hundred volumes of reports from State and city departments.

A fairly complete set of reports of the American Bible Society for the years 1854-1904.

A miscellaneous collection of books and periodicals from the library of the late Professor Jacob Bickler, of Austin. This collection will be of interest and value to the Department of Education.

CIRCULATION BY CLASSES OF BOOKS, 1908-09

General	12
Periodicals	5,391
Philosophy	723
Psychology	1,053
Religion	211
Economics, Political Science, etc	1,304
Law	673
Education	3,527
Philology	301
General Science	492
Biology	140
Useful Arts (except Engineering)	206
Engineering	215
Fine Arts	181
General literature	635
American literature	388
English literature	4,240
German literature	932
French literature	243
Italian literature	12
Spanish literature	200
Greek literature	282
Latin literature	646
General history, travel, etc	185
Archeology, Antiquities	190
Description and travel in Europe	86
Description and travel in North America	76
Ancient history	257
Modern European history	3,799
History—North America	1,328
Biography	529
Fiction	2,377
Total	28,834

CIRCULATION BY MONTHS

April, 1908	2,419
May	2,568
June	1,441
July	1,023
August, September	170
October	3,594
November	3,824

December	2,664
January, 1909	3,328
February	4,200
March	3,609
Total	28,834

THE DEPARTMENT OF EDUCATION

Enrollment

The total registration of the Department of Education for the session of 1908-09 amounted to 306 students, as against a total of 301 for the preceding year. Of this total, 57 were men and 249 women. The registration in the Department of Education proper amounted to 199, while the number of students in the College of Arts (Freshmen and Sophomores) pursuing one course in the Department of Education numbered 107. This shows an increase of 19 registered in the Department of Education, as compared with the figures for the preceding year, and a corresponding decrease in the number of College of Arts students pursuing Education courses. Another significant fact with respect to the registration in the Department is that the number of registrations in advanced courses represents an increase of 50 per cent over that of the preceding year, the figures being, for the year 1907-08, 95; for the year 1908-09, 143.

The Work of the Faculty

The members of the faculty of the Department of Education have, as in previous years, taken an active interest in the educational development of the State. They have visited and addressed many teachers' institutes, teachers' conventions, and other gatherings in the interest of education.

During the Winter Term Drs. Sutton, Farrington, and Rall attended the February meetings in Chicago of the Department of Superintendence of the Society of College Teachers of Education, and of the National Society for the Scientific Study of Education. Dr. Sutton presided at the meeting of the College Teachers of Education, and Dr. Farrington presented a scholarly discussion of the topic "Observation and Practice Work in College and University Departments of Education." This discussion, along with that of Professor Strayer of Teachers' College, on the same subject, has since been published by the society. It is a thorough discussion of a kind of work that the University of Texas has undertaken this year for the first time, Dr. Farrington directing the work here.

Following this meeting Dr. Sutton visited the Universities of Chicago and Wisconsin, inspecting the work of the departments of university-extension teaching. The Regents have since arranged for the establishment of a similar work the coming year at the University of Texas.

During April Dr. Ellis attended the meeting of the Conference for Education in the South, at Atlanta. He presented an address at that conference entitled "The Relation of Education to the Economic Development of the State." In this address Dr. Ellis showed by many concrete and striking examples the enormous and direct financial returns that have come to other States and countries from higher education. He pointed out, in the second place, the comparative backwardness of the South in the provision for such higher education, and the consequent great financial losses that this section of the country suffers as a result. He further showed that it would be wise economy for the Southern States to invest four times the amount now invested in higher education, and suggested that the means for such expenditure should be raised in each State by issuing bonds to the amount of from one to four million dollars, the money thus obtained to be spent in the immediate equipment of higher educational institutions. Dr. Ellis' speech is to be published as a campaign bulletin by the Southern Education Board.

Dr. Ellis also furnished aid to the legislative committees in framing the bill on the industrial school for juvenile delinquents, to be established at Gatesville, and on the bill which provides for the preparation of teachers of agriculture in the State University and other State schools. These are two of the best constructive measures that the Legislature passed during the session just closed. The bill for juvenile delinquents incorporates the best features found in such institutions in the most progressive States.

At the recent annual meeting of the Conference for Education in Texas an Educational Conference of nine of the leading educators and public spirited citizens of the State was appointed to suggest a complete unification of the various parts of the public school system of the State and a revision and codification of the school laws of the State. The work of the commission was divided into three committees, one of which was on the organization and correlation of the State school system. Of this important committee Dr. Sutton was appointed chairman. Its work will cover, not only the study of educational systems of other States, but also the proposal of plans for the proper correlation and organization of the State's higher institutions of learning, as well as the lower schools.

Work of the Teachers' Committee

The Committee on Recommending Teachers has, as usual, been very busy during the Spring Term. A partial report of its work shows that about 225 students and graduates have registered with the Committee for the purpose of obtaining positions or promotions. The records show, further, that 75 students were placed before the end of June, and the prospects are that probably as many again, or even more than that number, will be placed before the opening of the next school year. The positions in which students and graduates have been placed vary from college professorships to rural school positions, and the salaries range all the way up to $1800

per year. There is an increasing and urgent demand for young men in the high school and supervisory positions over the State. The salaries paid are showing a gratifying increase in amount. Many graduates just out of college are able to command salaries of from $900 to $1200, and there are many more calls for men than there are candidates.

Work of Advanced Students

The advanced students in education have done considerable work worthy of mention. Miss Elise Brown has made a complete physical examination of the students of the Wooldridge school and 150 students in the Blind Institute. The examination was made with apparatus recently purchased by the Department and recommended by the committee of the American Physical Education Association. It is expected that this study will show important relations between the mental ability and advancement in school children and their physical growth and development. The results of the study, it is hoped, will later be published.

Mr. Henry Stilwell, Student Assistant, made a very complete study of the doctrine of formal discipline. Under the direction of Dr. Rall, the instructor, Mr. Stilwell, carried on a large number of experiments in the training of the memory among the students in the psychology of education classes. These experiments are probably more extensive than any similar experiments carried on elsewhere, and it is expected that considerable light will be thrown on this vexed subject when the results of these experiments are fully tabulated.

Another student, Miss Paine, is making an extended investigation of the work of parents' and teachers' clubs, preparatory to issuing a revised edition of the University bulletin on that subject which was gotten out some years ago by Dr. Ellis.

Advanced students in the history of education have made during the year extensive studies in the school system of Mexico, and have translated into English many documents concerning the organization and the courses of instruction in the Mexican State schools.

E. E. R.

THE DEPARTMENT OF ENGINEERING

The session of 1908-09 will go down in history as one that brought forth the full day's work by each student. It is not too much to say that a higher efficiency of work *per capita* has been developed during the present session than in any other session of the University.

There will be in all probability twenty-four graduates in the Engineering Class of 1909, distributed as follows: fifteen Civil Engineers, seven Electrical Engineers, and two Mining Engineers. It is worth noting that eight of the twenty-four, or 33⅓ per cent, have been working during the present session to help pay their way through the University.

Many of the Seniors are required to submit a thesis on some line of investigation. "Strength of Cement Mixed with Lime and Gypsum" is being worked out in a long series of experiments by R. L. Adamson, of Mexia, and M. A. Berman, of Austin. "Design of a Through Plate Girder with Drawings" was the subject selected by M. F. Berry, of New Orleans, and J. V. Booth, of Hico; each man using different sizes where the span of the bridge was different in each case. G. H. Gilchrist, of Van Zandt county, writes upon "An Irrigation System," wherein he discusses the practical problem in his own county, for which he made special surveys. C. G. Haskell, of Greenville, who spent nearly two years in Panama in the Canal Zone engaged in city engineering work, chose as the subject of his thesis "City Engineering Work in Panama." L. G. Henderson, of Dallas, C. W. McClelland, of Brownwood, and R. M. Roberg, of Galveston, have combined their efforts and have made a long series of experiments on the "Efficiency of House Water Meters." They have made special investigation in regard to the accuracy of the house meters used in Austin. So far they have found that in all cases the meters, when run at a very slow rate, will not register all the water that passes, and that when run at a higher rate they will register more water than actually passes. In reality there is only a certain rate at which each individual meter must run to give a true registration. D. C. Lipscomb, of Dallas, has designed a "Reinforced Concrete Arch for a Railroad Bridge," with all the drawings and calculations. J. P. Waggener, of Austin, has selected the subject of "Strength of Magnetized Iron," and has made a series of experiments upon the strength of iron magnetized and unmagnetized. C. R. Williams, of Gainesville, has made a long series of experiments on "The Effect of Re-tempering Cement Mortar;" while Marvin Wright, of Cleburne, has been engaged as Assistant Engineer on the reinforced concrete arch bridge across the Colorado river, and has made many tests upon the cement used in this bridge, the results of which he will embody in his thesis. Paul Nichols, of San Marcos, has carried on an investigation of the heating power of Texas fuels; his thesis will be "The Calorific Power of Texas Fuels." C. W. Conrad, of Amarillo, and W. W. McCullough, of Dallas, have made experiments upon the life and light of different kinds of house electric lamps. For several months there have been lights burning in the Engineering Building with a view of ascertaining the endurance of the different kinds of lamps.

The work carried forward in the Electrical Engineering School has been important and gratifying. Theses have been prepared on the Economic Life of Gas and Electric Lamps, and on the Calorific Value of Texas Fuels.

The University of Texas Branch of the American Institute of Electrical Engineers has held its meetings regularly on the second and fourth Friday nights of each month, and a considerable number of interesting and valuable papers and reviews have been presented. Included in this list may be mentioned Professor Mather's excellent discussion on "Lightning and Lightning Rods;" "Education of an Engineer," by Dr. Sutton; and a description by Dr. Scott of his trip to New York to attend the twenty-fifth

anniversary meeting and banquet of the Institute of Electrical Engineers, a part of the expense of which was borne by members of the Branch.

Dr. Scott's trip included a visit to the engineering department and power plants of the Ohio State University, University of Pennsylvania, Columbia University, Massachusetts Institute of Technology, Brooklyn Polytechnic Institute, Syracuse University, Washington University, and some other technical institutions and laboratories. The detailed report given of the work going on in these institutions shows that the University of Texas, so far as undergraduate work in engineering is concerned, compares favorably with the best technical colleges.

Dr. Scott has acted as editor of the "Question Box" of the Southwestern Electrical and Gas Association, and he also read a paper at the May meeting on "Lamps for Residence Illumination; Their Characteristics and Comparative Economy of Operation."

MATTERS OF PUBLIC INTEREST FROM THE MINUTES OF THE FACULTY

January 5.—Resolutions were passed on the death of Judge James B. Clark. These resolutions appear on p. 141 of this number. The following resolutions were passed on the death of Judge Clarence H. Miller:

"Whereas, On Saturday, November 28th, our friend and former colleague, Clarence H. Miller, passed to his eternal rest; therefore be it

"Resolved, by the Faculty of the University of Texas, That the life thus ended was a noble and inspiring example of loyalty to the highest ideals of human character. Even the little failings that it showed were but the broken reflections of a great soul. Large-hearted and open-minded, but the unrelenting foe of wrong and injustice in all their various forms, and the brave champion of oppressed weakness wherever he found it, Clarence Miller evaded no duty and fled from no danger. They loved him most who knew him best. In all the relations that men have to others, as son, brother, husband, father, friend, teacher, and citizen, he lived as one to whom life was a God-given trust and dying left an untarnished name and a wealth of precious memories.

"Resolved, That the sympathies of the Faculty are hereby extended to the surviving members of the family and to the relatives of Mr. Miller, and that these resolutions be spread upon our minutes and copies furnished to Mrs. Miller and to the daily papers of the State.

"John C. Townes,
"George P. Garrison,
"T. U. Taylor."

The report of a special committee on rules and regulations for the bestowal of the William J. Bryan prize was adopted as follows:

1. As soon as practicable after the opening of each session, the Faculty Committee on Forensics and Oratory shall announce five subjects on gov-

ernmental questions, and each essay submitted shall deal with one of the subjects so announced.

2. The essays submitted shall be typewritten, not less than three thousand nor more than five thousand words in length, and shall be handed to the Registrar not later than the first Monday in May. Each essay shall be signed by a fictitious name, and accompanied with a sealed envelope with the fictitious name typewritten on the outside and enclosing the author's real name.

3. The essays shall be judged by a committee of three, to be appointed by the President, and the name of the successful competitor shall be announced at the Commencement Day exercises.

The report of a special committee on Entrance Requirements was adopted providing (1) that a condition of two units be allowed till the fall of 1911, thus postponing for two years the complete enforcement before admission of the fourteen-unit standard adopted some years ago; (2) that a condition be allowed on the foreign language requirement till the fall of 1911; (3) that Zoology, one unit, be added to the list of admission subjects.

On recommendation of the Library Committee the following disposition of the library appropriation was made for the current year:

For books and journals to be selected by the head of each school, $25 to each of the sixteen schools in the College of Arts	$ 400
For subscriptions to journals, transactions, and continuations, about	1,245
For expensive sets, about	1,600
For books (aside from expensive sets) especially needed and asked for by schools, professors, and instructors	225
For books to supply certain of the more general needs of the library	380
For freight, express, and drayage	150
Total	$4,000

The Secretary read the resolutions adopted by the Faculty of the Agricultural and Mechanical College on the death of Judge Clark. These resolutions appear on page 147 of this number of the RECORD.

February 2, 1909.—On recommendation of the Engineering Faculty it was voted to prescribe (1) Drawing 4 instead of Drawing 10 for the first group leading to the degree of Civil Engineer; and (2) two-thirds of Botany 29 for the Sanitary group leading to the degree of Civil Engineer.

It was voted (1) that all admission examinations begin on Monday; (2) that students must pass in as many as two full courses to remain in the University; (3) that students absent from term examinations with the excuse of Dean must take deferred examinations on the dates set for examinations to remove conditions.

The definition of an advanced course was changed to read as follows:

"An advanced course is one which requires for admission to it the completion of two numbered courses in the same subject (except in Philosophy and Political Science, where one previous course is sufficient)."

It was voted to strike out Chemistry 6 from the groups of studies preparatory to Medicine and to allow instead an elective two-thirds course.

Miss Cleo Rice was voted an elementary teacher's certificate; Miss Agnes Hatchett an advanced teacher's certificate.

March 9.—A preliminary report was made by the committee appointed to consider the organization of the Graduate Department.

On motion of Visitor of Schools Henderson, extension of affiliation was granted to twenty schools; original affiliation to one school. Affiliation was withdrawn from one school in one subject, and from three schools in all subjects.

An advanced teacher's certificate was voted to Miss Lena McKee.

April 6.—On recommendation of a special committee appointed to arrange for memorial exercises to Judge Clark it was voted:

1. That these exercises be held on April 12, 1909, from 11 a. m. to 12 m. in the Auditorium of the University.

2. That all exercises of the University be suspended during this hour and that all professors, instructors, tutors, and officers be requested to use their influence in securing a large attendance of students.

3. That the President be requested to invite State Officials, Members of the Senate and House, and other distinguished guests.

On motion of Visitor of Schools Henderson extension of affiliation was granted to twenty-four schools, and affiliation was withdrawn from one school in one subject, and from two schools in all subjects.

An advanced teacher's certificate was voted to Rea Spell.

On recommendation of the President one of the students was expelled.

On motion of Visitor of Schools Henderson the following resolution was adopted:

"When the principal of a private school is changed, or when a majority of the teachers of any private school are changed in any one year, the affiliation shall cease. The affiliation of such school or schools may be reinstated upon the application of the principal and after the regular steps for affiliation have been taken."

On motion of Visitor of Schools Henderson extension of affiliation was granted to twenty-four schools, original affiliation to two schools; and affiliation was partly withdrawn from one school.

The degrees and teachers' diplomas to be conferred at the coming commencement were voted subject to the completion of the spring term's work and the satisfaction of any conditions remaining.

June 1.—Dr. Harper presented a definitive report from the Committee on the organization of the graduate department. It was ordered that the report lie over subject to call. Both the preliminary report and the definitive report are given in full as follows:

"AUSTIN, TEXAS, February 12, 1909.

"*To the Members of the Teaching Staff of the University of Texas.*

"GENTLEMEN: You are requested to read carefully the enclosed copy of the 'Preliminary Report of the Committee Appointed to Consider the Or-

ganization of the Graduate Department of the University of Texas," prepare answers to the questions submitted by the Committee, and return them not later than February 25, 1909, to

"H. W. HARPER, Chairman,
"2208 San Antonio Street, Austin, Texas.

"N. B.—For convenience of the Teaching Staff, the answers may be deposited with the Registrar, addressed to the Chairman of the Committee.

"H. W. H.

PRELIMINARY REPORT OF THE COMMITTEE APPOINTED TO CONSIDER THE ORGANIZATION OF THE GRADUATE DEPARTMENT OF THE UNIVERSITY OF TEXAS

ORGANIZATION

"The Graduate Department is under the direction of the Faculty of the Graduate Department. It is the business of that Faculty to fix the conditions of admission to the Department; to provide courses of instruction for its students; to direct their studies, and examine them in the same; to establish and maintain the requirements for the degrees of Master of Arts and Doctor of Philosophy, and make recommendations for these degrees to the President and Board of Regents; to lay down such regulations as they may deem necessary or expedient for the government of the Department, and to exercise a general supervision over all its affairs.

"The Faculty of the Graduate Department comprises all the teachers giving graduate instruction; of these, the voting members are those who have a vote in the University Faculty.

ADMINISTRATION

"The ordinary administration of the Department is conducted by the Graduate Council, which reports to the Faculty of the Department. Seven members of the Faculty of the Graduate Department, appointed by the President, constitute the Graduate Council. The Chairman of the Graduate Council is the chief executive officer of the Department. The President is *ex-officio* a member of the Graduate Council.

ADMISSION

"1. Students desiring to enter the Graduate Department must obtain an entrance permit from the Dean of the College, and then present themselves in person to the Chairman of the Graduate Council.

"2. Any person holding a Bachelor's degree of the College of Arts or of another institution, provided that in the latter case the Faculty must be satisfied that the courses pursued by the candidate are substantially equivalent to those required by the University of Texas, may be admitted to the Graduate Department.

"3. Graduates of other institutions whose courses of study are not sub-

stantially equivalent to that prescribed at this University may enter the College of Arts.

"4 Students already registered as candidates for a degree in other Departments of the University are allowed to pursue courses in this Department, and regular students of this Department are allowed to pursue courses in other Departments, upon receiving the consent in writing of the Chairman and the Dean of the Departments concerned. Adequate preparation profitably to pursue the courses selected is prerequisite in all cases.

"5. Admission to the Graduate Department does not imply candidacy for a degree. The conditions of candidacy for the degrees open to students in the Department will be found in a subsequent paragraph.

CANDIDACY

"A student who desires to become a candidate for the Master's degree should apply for candidacy as soon as possible after matriculation.

"A student entering upon graduate work for the first time, who desires to become a candidate for the Doctor's degree, should not make formal application for candidacy until he has worked for some months in the Department, and has become known to his instructors.

"The application for candidacy for the Doctor's degree must be endorsed by the chairman of the Group Committee in which the applicant proposes to take his major subject and must be accompanied by:

"(a) Certificates setting forth that he possesses a satisfactory command of English, both written and spoken, and also a sufficient linguistic equipment to do the research and other work necessary in the major subject.

"(b) A statement of his previous work, both undergraduate and graduate, accompanied by necessary certificates, and also any papers written, or suitable evidence of original work done.

FELLOWSHIPS AND SCHOLARSHIPS

"It is hoped that provision may be made for the appointment of Fellows and Scholars whose entire time shall be given to the pursuit of graduate work. Appointments will be made by the Board of Regents upon recommendations of the Graduate Council, approved by the President.

REGISTRATION

"To be enrolled as a member of the Graduate Department a student must do what is really graduate work. The mere possession of a Bachelor's degree does not entitle a student to membership in the Graduate Department if the courses he is taking are in reality undergraduate courses.

"At the beginning of each session each member of the Graduate Department must make out his course with the Chairman of the Graduate Council.

"The registration upon entrance is not complete until the student's ap-

plication for admission to the Graduate Department, setting forth his educational attainments, has been endorsed by the Group Committee and duly approved by the Chairman of the Graduate Council.

"Change of subjects originally selected cannot be made without the approval of the Graduate Council.

CHARACTER OF GRADUATE WORK

"*The principal aim of graduate study is the development of the power of independent work and the promotion of the spirit of research.* Consequently the work expected from graduates is different in character from that usually demanded from undergraduates. Each graduate student must show that he has acquired the power of independent research before he will be admitted to the final examinations for his degree. In addition, each candidate is required to have a wide knowledge of his major subject and of related fields of work. Students are, therefore, expected to do assigned reading and laboratory work and to attend lectures and conferences for the purpose of getting advice and guidance which will be of use to them in their private research.

"The character of the work required of students looking toward the degree of Master of Arts is sufficiently outlined in the catalogue of the University.

"For the degree of Doctor of Philosophy it is desirable that each student shall get thorough training in some field of knowledge and at the same time avoid too narrow specialization. Consequently, each candidate for the doctor's degree is required to choose three subjects for study and final examination. By 'subject' is meant the field of knowledge of a school, or such part thereof, to be determined by the Graduate Council, as constitutes a separate and sufficiently extended field of study. The field in which the student desires to attain his highest proficiency and widest knowledge is called his 'major' subject. The other two are called 'first minor' and 'second minor.'

"A single course of study in any school cannot be selected as a major or minor. The first minor should be a subject closely related to the major.

"A candidate may choose a division of his major subject as his first minor, but he is not permitted to choose as a second minor any division of work in that same school.

"Two-thirds of the work required for the degree of Doctor of Philosophy is to be done in the major subject; one-third of the work is to be done in the minor subjects. The minor subjects will require the equivalent of one full academic year of graduate work; but it is not necessary to attempt to complete the work of both minors in one year. The first minor will require three-fifths of the total time given to both minors; and the second minor will require the remaining two-fifths.

"It is in connection with the major subject that the candidate must prepare his thesis.

"The doctor's thesis is of first importance. It must exhibit creditable

literary workmanship, and a good command of the resources of expression, but its acceptance depends more upon its subject matter than upon its formal or rhetorical qualities. It must show an original treatment of a fitting subject, or give evidence of independent research. The inquiry should be ordinarily confined within narrow bounds. The treatment should be as concise as the subject permits, and show familiarity with the history of the problem treated, with the literature bearing upon it, and with the latest methods of research applicable to it. Every thesis should contain a clear introductory statement of the object of the investigation and likewise a final résumé of results. It should also be accompanied by an index of contents and a bibliography of the subject.

"The candidate's course of study must receive the approval of the Group Committee and of the Chairman of the Graduate Council.

"The members of the Group Committees are chosen from the teaching staff of the schools in which the candidate pursues his studies. Each Group Committee supervises candidates within the group; determines the linguistic requirements to be made of the students under its guidance; holds the examinations; passes upon the theses; and reports in writing the results of the examinations, and the acceptance or rejection of the theses, to the Graduate Council. The final acceptance or rejection of a candidate rests with the Graduate Council.

"All candidates for higher degrees are required to spend at least one year of residence at this University during their graduate course of study. To satisfy this requirement a student must complete in residence not less than four graduate courses or their equivalent.

"Work done at other Universities may be accepted by the several "Group Committees" in lieu of a part of the work required for a degree.

REQUIREMENTS FOR DEGREES

"For the present, as stated in the University catalogue.

SUGGESTIONS TO SCHOOLS

"As a preparation to receive candidates for the degree of Doctor of Philosophy, it would seem necessary for each school to provide:

"1. (a) A sufficient number of advanced undergraduate courses to form a good basis for major graduate work. Though it would be impossible to make a general rule covering all cases, it would not seem too much to demand, ordinarily, three undergraduate courses before beginning a minor, and four before beginning a major.

"(b) A sufficient number of advanced and graduate courses in the different portions of the field of the major subject to give the student the desirable breadth of knowledge, in addition to his more intensive work in that portion of the field in which his thesis lies.

"If the degree of Doctor of Philosophy is to stand for what it should, it is not enough to provide a single seminary, or investigation, course, covering a narrow segment of the field of the School and allow the

student to 'repeat' credits indefinitely in that narrow field. Supposing a standard year of graduate work to be estimated as the equivalent of four full courses, it would seem that a school offering a major toward the Doctor's degree should provide enough advanced and graduate courses to enable the student to elect during his work for the degree five or six such courses exclusive of the course in direct connection with which he writes his thesis. This is not intended as a statement of any part of the requirements for degrees, but as an indication, in a general way, of the extent of equipment requisite, with respect to advanced and graduate courses, before offering the degree of Doctor of Philosophy.

"2. Laboratory work of a character that will insure sound training of the students who pursue advanced or graduate work.

"3. Seminary work of the most advanced type.

"4. Library facilities adequate for properly giving graduate courses as indicated in suggestion 1.

"5. A teaching staff sufficiently relieved of undergraduate instruction to give ample attention to research, and to the guidance of graduate students.

"6. The spirit of research, made manifest by productivity of work, acceptable to the leading special journals.

RESEARCH

"Schools should first of all provide the way for research work by the teaching staff. Until this can be done it would be unwise to attempt development of courses leading to the Ph. D.

H. W. Harper, Chairman;
W. J. Battle,
Morgan Callaway, Jr.,
Herbert E. Bolton,
A. Caswell Ellis.

QUESTIONAIRE OF THE COMMITTEE ON THE PH. D. DEGREE

"Please answer the following questions as promptly as possible, not later than February 25th. Either mail your reply to Dr. H. W. Harper, Chairman of the Committee, 2208 San Antonio street, or send it to him through the Registrar's office.

"1. In what special subject or subjects, if any, do you consider that your school is sufficiently equipped with instructors to be prepared to conduct major work leading to the Ph. D. degree?

"2. Is it possible under present conditions for these instructors to devote to this work the time necessary to its efficient conduct?

"3. If such is not possible, what changes, if any, in the present courses and methods of work of the school could be made and thus make possible the conduct of such advanced work by the present instructors without any provision of additional teaching force in the school?

"4. If you do not consider your school sufficiently equipped with in-

structors to conduct such advanced work, then indicate what additions to the teaching staff are necessary in order to make it adequate for this purpose. (Such additions may be: either, of other professors competent to personally conduct the advanced work; or, of instructors and tutors who would relieve the present professors of some of their burden of undergraduate instruction; or, of both.)

"5. Are the library facilities sufficient for the effective pursuit of such work in your school?

"6. If the library facilities are not now adequate, what would be the approximate cost of such additional equipment as would be necessary to make these reasonably adequate for such lines as you would hope soon to offer major work in? Please indicate the cost the first year for initial equipment, and the annual cost thereafter for maintenance.

"7. Is the laboratory equipment sufficient for the effective pursuit of such work in your school?

"8. If the laboratory equipment is not now adequate, what additional room would be needed, and what would be the cost of the necessary additional epuipment for such lines as you could reasonably hope soon to offer major work in Please indicate the cost the first year for initial equipment, and the annual cost thereafter for maintenance.

"9. In what lines, if any, do you consider your school equipped to conduct minor work of students who are pursuing major work in allied subjects?

"10. Have you any further information or any suggestions which you consider pertinent? If so, please state such for the benefit of the committee.

"11. In your school, how many students are annually prepared to take up the major subject in that school?

"12. How many of the former students of your school have taken, or are studying for, the Ph. D. degree elsewhere?"

H. W. Harper, Chairman;
W. J. Battle,
Morgan Callaway, Jr.,
Herbert E. Bolton,
A. Caswell Ellis.

Austin, Texas, February 12, 1909.

"Austin, Texas, May 26, 1909.

"*To the Faculty of the University of Texas:*

Gentlemen: Your committee appointed to consider the organization of the Graduate Department of the University of Texas, after many earnest investigations of the conditions within the University, and a thorough study of the situation, beg leave to make the following report:

"First.—The preliminary report as presented to the Faculty February 12, 1909, is included as part of this final report.

"Second.—We find nearly all the schools in readiness to give minor work leading toward the Ph. D. degree, but that in some of them co-ordina-

tion of the undergraduate work offered does not adequately meet suggestion 1 (a) of the preliminary report, viz., a sufficient number of advanced undergraduate courses to form a good basis for major graduate work. Though it would be impossible to make a general rule covering all cases, it would not seem too much to demand, ordinarily, three undergraduate courses before beginning a minor, and four before beginning a major.

"Third.—We find that only a few schools are yet in such condition that they may be equipped with comparative ease to proceed with work in the major subject for the Ph. D. degree. These will need the financial help suggested later in this report before satisfactory work will be possible.

"Fourth.—We find that there is no lack of men in the teaching staff capable of conducting and directing research work, but that most of these men are greatly hampered in such work by the enormous amount of teaching, laboratory work, theme reading, student conferences, committee and administration work required of them. The absence of adequate library facilities also hampers research in all fields and absolutely precludes it in many lines. In those schools in which research work has been most active, we find that the professors have been usually less burdened by routine work, or that the situation there is such as to be especially favorable to investigation in those fields. The wide differences in the character of investigations which are carried on in different fields of knowledge, and the great disparity in the amount of preparatory study needed as training for investigation in the several fields, make it very difficult to estimate the relative productivity of the several schools. A mere statement of the number of investigations in each school would be so grossly misleading and unjust that the committee refrains from such statement. The table given below shows that in one school each instructor has on the average only 21 students with three lectures, and 14 conference and laboratory hours per week, while in another school each instructor averages 151 students with 11 lecture hours, and with additional conference work each week. Disparities only slightly less extreme are not uncommon. We especially urge additions to the teaching staff, so that these capable men in overburdened schools may be relieved of a part of their burden of routine work. Relief for these instructors is necessary, not merely to make possible the pursuit of personal investigations, but to prevent the deadening and deterioration which the repeated and uninterrupted teaching of elementary classes with large numbers of students must presently produce. The provision of opportunity for some advanced work and for some personal investigation on the part of the instructors is in our opinion almost as necessary to the maintenance of live, enthusiastic, and inspiring teaching in the undergraduate department as it is to success in the conduct of graduate work itself. The Committee, believing that the proper teaching of the great body of undergraduates requires no less intelligence and talent, and is of no less worth and importance than the pursuit of investigation, feels

that the reflex effect of the provision for graduate work upon the undergraduate teaching will be of perhaps as great value as will the education of the few scholars and experts who will pass through this department.

"Fifth.—The Committee reiterates and reaffirms all of the paragraphs in the original report included under the heading, 'Suggestions to Schools,' and the final paragraph headed, 'Research.'

"Sixth.—We recommend that all the schools in the College of Arts be permitted to offer minor work leading to the Ph. D. degree, and that the Departments of Education and Engineering be permitted to offer such minor work as is approved by the Graduate Council.

"Seventh.—We recommend that the following schools be permitted to offer major work leading to the Ph. D. degree: Botany, Chemistry, English, Greek and Latin (Classics), History, Political Science, and Zoology. (The Committee reserves its decision with respect to the School of Pure Mathematics until the return of Professor Porter.)

"Eighth.—To make possible the recommendations contained in the sixth and seventh paragraphs, we recommend that provision be made for the following additions to the teaching staff, and that the sums of money noted below be set apart for library and laboratory equipment; these sums to be in addition to the budget annually provided for the conduct of work in the schools named.

"Additions to the teaching staff:

		Increase
Chemistry to be increased to	5	1
English to be increased to	12	2
Geology to be increased to	4	1
Greek to be increased to	2½	½
History to be increased to	6	1
Latin to be increased to	3½	½
Pure Mathematics to be increased to	4	½
Applied Mathematics to be increased to	3	½
Physics to be increased to	5	2
Political Science to be increased to	5	1
Romance Languages to be increased to	7	2
Education to be increased to	6	1
Total increase		13

"The staff of the Library should be increased by the addition of special assistants; but the Committee is not prepared at this time to make a specific recommendation with respect to the number of assistants needed.

"The need of additional rooms for laboratory and other purposes is indeed great; but while the Committee recognizes the urgency of this need and the importance of meeting it, it is unable to find a satis-

factory solution of the problem that will not involve the expenditure of large sums of money.

FOR ADDITIONAL LIBRARY AND LABORATORY EQUIPMENT

	Library		Laboratory	
	Initial	Annual	Initial	Annual
Botany	$500	$500	$500	$500
Chemistry	500	500	500	500
English	3,000	1,000	...	...
Geology	500	200	500	500
Germanic Languages	500	500	...	...
Greek	500	500	...	...
History, European	3,000	500	...	...
History, American	500	500	...	...
Latin	500	500	...	...
Pure Mathematics	500	500	...	...
Philosophy	500	300	500	200
Physics	500	500	500	500
Political Science	800	500	...	...
Economics	1,000	500	...	...
Romance Languages	500	500	...	...
Zoology	600	100	New Microscopes	
Education	500	500	...	...
	$14,400	$8,100	$2,500	$2,200

Total initial library	$14,400
Total initial laboratory	2,500
Total initial for library and laboratory	$16,900

NOTE.—It is understood by the Committee that the Professor of English has the privilege of further augmenting the teaching staff of the School of English by an additional instructor, thereby making a total increase of *three*, provided that this last addition be made in lieu of a part of the sum recommended for the library equipment of that School.

"Ninth.—We recommend that the present 'Fellows' and 'Student Assistants' be hereafter designated as 'Assistants,' and that in addition thereto there be created six (6) Fellowships at $250 per annum each, and six Scholarships at $150 per annum each, whose time shall be devoted to the prosecution of graduate study; and that the time given by the holders of these Fellowships and Scholarships to work outside of their studies shall not exceed six (6) hours per week. These Fellowships and Scholarships should be awarded upon the recommendations of the Graduate Council.

"Tenth.—The Committee recommends the segregation as far as practicable, of courses open to graduates; but that the details of the segregation be left to the Graduate Council.

"Eleventh.—The Committee submits the following tabulated data which have furnished the basis of the recommendations herein made. We realize that the recommendations meet merely some of the most urgent needs, and that they fall far short of giving the relief that an ideal arrangement would accord; but we feel that the carrying out of the measures recommended will make a substantial beginning in the right direction, and we cherish the hope that the future will bring adequate relief to all the Schools of the University, to the end that they may attain the highest possible efficiency not only in teaching, but also in productive scholarship.

TABULATED DATA FROM 1908-09 REPORTS

	Students full course	Teaching staff.	Fellows.	Student ass'ts.	Recitation hours.	Conference hours.
Botany	64	3	..	1	9	41
Chemistry	210	4	1	..	15	72
English	1157	10	1	..	118	60
Electrical Engineering	123	3	..	1	..	..
Geology	223⅓	3	..	1	25⅔	50
Germanic Languages	333	4	..	..	47	8
Greek	84⅔	2	..	..	22	..
History	755	5	1	1	53	3
Latin	232	3	1	..	13	20
Mathematics	436	3½	1	..	45	..
Mathematics, Applied	317	2½	..	..	30	..
Philosophy	91	2	..	..	16	5
Physics	309	3	2	1	16	27
Political Science	480	4	..	..	24	6
Public Speaking	171	2	..	..	..	..
Romance	620	5	..	..	70	9
Zoology	126⅔	3	..	1	8	21
Education	331	5	1	1	28	33½

"Twelfth.—Because of inherent differences in the character of the work and the methods of teaching, the Committee recognizes that the normal ratio of students to teachers should not be the same in all schools; and while the recommendations herein made were based upon an attempt to distribute the additional help in an equitable way, it is fully realized that the ratios adopted are in most schools too large to secure the highest degree of efficiency, and we therefore urge that a further revision be made as soon as the financial resources of the University will permit."

Respectfully submitted,

H. W. Harper, Chairman;
W. J. Battle,
Morgan Callaway, Jr.,
Herbert E. Bolton,
A. Caswell Ellis.

On motion of Visitor of Schools Henderson, extension of affiliation

was granted to twenty-five schools, and all affiliation was withdrawn from two schools.

Professor of Education Sutton presented a list of candidates for the elementary and advanced teachers' certificates. It was ordered that the list be referred to the Dean of the College with power to act.

The following statement of the work of the Visitor of Schools, presented by him, was ordered incorporated in the minutes:

1. Total number of schools affiliated with the University..... 140
2. Total number of schools affiliated this year..... 10
3. Total number of schools losing affiliation this year..... 7
4. Total number of credits gained by all schools this year..... 255
5. Total number of schools changing affiliation..... 89
6. Of the 140 schools affiliated—
   65 have 14 units or more;
   78 have 13 units or more;
   98 have 12 units or more;
   113 have 11 units or more.
7. The number of times credits were extended are distributed among the different subjects as follows:

Subjects	*Times Extended*
Botany	5
Chemistry	14
Civics	29
English (original affiliation)	10
French	1
German	8
Greek	1
History	37
Latin	18
Manual Training	3
Physics	26
Physiology and Hygiene	5
Physiography	5
Solid Geometry	21
Spanish	7
Trigonometry	9
Zoology	1

8. Number of schools from which students could enter the University in 1908-1909, presenting 11 units..... 100
9. Number of schools from which students may enter the University presenting 12 units..... 98
10. The sciences and modern languages have been introduced into many schools within the last two years.

With the consent of the Faculty, the President enlarged the Committee on Examinations and appointed the committee as follows: Campbell, Penick, Barker, Kuehne, Dodd.

TRANSACTIONS OF THE BOARD OF REGENTS

Meeting of January 19, at Austin

Recess appointments were confirmed as follows:

C. W. Hackett, Student Assistant in History; R. H. Crockett, Student Assistant in Zoology; A. J. Seiders, Superintendent of Buildings and Grounds; R. W. Stephens, Bookkeeper, vice Ben M. Barker, resigned; R. M. Romberg, Student Assistant in Engineering, vice J. P. Waggener, resigned. Mr. Romberg's position was thus made Student Assistant in Engineering and Drawing.

Provision was made for the appointment of a Student Assistant in Botany.

A small appropriation was made the School of Botany to cover traveling expenses incurred in collecting herbarium material.

A small sum was appropriated for the erection of a hand-ball court.

Provision was made for the appointment of a Secretary of the University, to perform the duties of Secretary of the Board of Regents, and of the Faculty, and of University editor.

Dr. E. B. Casteel was appointed instructor in Zoology for two years, beginning September 1, 1909, with a seat in the Faculty, without a vote.

The Board approved the action of the Faculty touching admission requirements set forth on page 180.

On recommendation of the Department of Education, the title of the teacher's certificate issued to our graduates who have completed four courses in Education was changed from Permanent Teacher's Certificate to Teacher's Diploma.

H. W. Jones was voted the degree of LL. B.

The resignations were announced of Associate Professor Bolton and Librarian Windsor.

The following minute was adopted:

"Perceiving the far-reaching service of the Carnegie Foundation for the Advancement of Teaching in increasing the dignity of the teacher's office, in protecting the old age of unselfish public servants, and assuring them that their wives will be provided for even after their death, and in increasing their efficiency and promoting the elevation of the standards in American colleges and universities, the Regents of the University of Texas make application for the admission of the University of Texas into all the rights and privileges of the Carnegie Foundation for the Advancement of Teaching."

Provision was made for the admission of applicants over 23 years old to the Law Department without satisfying the five college course requirement announced several years ago to go into effect next fall.

Adjunct Professor Metzenthin was granted a year's leave of absence for the purpose of advanced study in Germany.

Provision was made for the preparation of a minute in honor of Judge Clark, Secretary of the Board, who died December 8, 1908.

MEETING OF FEBRUARY 9, AT AUSTIN

The entire new Board was present: T. S. Henderson, G. W. Brackenridge, N. W. Finley, J. W. McLaughlin, T. B. Greenwood, A. W. Terrell, A. W. Fly, Hampson Gary. The Board was organized by the re-election of Mr. Henderson as Chairman and Colonel Brackenridge as Vice-Chairman. The election of a Secretary was postponed.

The Teachers' Appointment Committee was authorized to collect a registration fee from each student making use of its services, the fees to be applied to payment for stenographic work and supplies.

Touching the Education Department, it was voted that students who intend to teach in the schools of this State be allowed to take one course in Education in their Freshman or Sophomore year, preferably in the latter [heretofore Junior standing has been required except in certain cases]; and second, that the University cease to issue four-year certificates, continuing to issue two-year certificates and Teacher's Diplomas.

There being a bill before the present Legislature seeking to have teacher's certificates issued to all graduates of the University, the Regents declared it to be the policy of the University to encourage the issuance of licenses for the practicing of professions only to persons who have had professional training.

Touching admission of special students to the Law Department, the following regulations were adopted:

"Applicants may be admitted as Special Students, not candidates for a degree, by Individual Approval without examination, if they furnish evidence (1) that they are at least twenty-three years old; (2) that they are of good moral character; (3) that they have been properly vaccinated; (4) that they have substantially covered the ground of the 14 units demanded of applicants for admission to the College of Arts (or, through the session of 1910-11, 12 units, with a condition of 2), and that they have sufficient ability and seriousness of purpose to do the work they desire with profit to themselves and to the satisfaction of the University.

"Special Students are required to take at least one college course in their Junior year, and at least two college courses in each subsequent year until all admission requirements are absolved.

"A Special Student may become a Regular Student by satisfying the admission requirements, that is, the fourteen units required for admission to the College of Arts, and the additional requirement of five college courses (including one in English and one in History). An average of 90 per cent in his Law work for each of the three years of his work will take the place of two of these courses (but not of English or History).

"If a Special Student, in addition to satisfying the admission requirements shall complete the curriculum laid down for regular students, including the College work therein, he shall be entitled to a degree."

J. P. Howser, Director of the Men's Gymnasium, was given leave of absence for three years for the purpose of studying medicine.

Acting upon a resolution of the alumni and ex-students of the University, adopted on the occasion of their Home-coming at last Thanksgiving time, the Board asked of Colonel Brackenridge his portrait for presentation to the University.

Chairman Henderson announced the following standing committees:

Auditing Committee, Greenwood, Gary.

Buildings and Grounds, McLaughlin, Brackenridge, Fly.

Complaints and Grievances, Finley, Greenwood, Gary.

Executive Committee, Henderson, McLaughlin, Fly.

Finance, Gary, Greenwood, Terrell.

Land, Brackenridge, Finley, Henderson.

Legislation, Terrell, Finley, Henderson.

Medical Department, Fly, Brackenridge, McLaughlin.

STUDENT INTERESTS

Contests in Public Speaking

On the evening of January 16 the representatives of the Rusk and Athenaeum Literary Societies met in the auditorium for the first forensic contest of the session of 1908-09. The question for discussion was, "Resolved, That Texas Should Adopt the Initiative and Referendum." The Rusk was represented by L. W. Parrish, T. R. Boone, W. G. Gillis, and A. D. Stone, who argued the affirmative of the question; while the Athenaeum speakers, who argued the negative, were F. M. Bransford, E. L. Harris, F. B. Tirey, and C. C. McKinney. The debate was to decide which society was entitled to first honors in debate; who should represent Texas in the inter-state debates; and to award the H. A. Wroe prize of $75.00 to the best and second best debaters in the University. The enthusiastic support of their representatives by the members of the societies, a large audience and good music by the band, the evenly-matched teams, and the frequent reference by the speakers to Texas conditions, combined to make this one of the most interesting and instructive debates in several years. The Rusk men urged every strong argument possible in favor of direct legislation, but the alert speakers from the Athenaeum were equal to every emergency in refuting these arguments, and in addition built up a strong constructive argument against the initiative nad referendum system. There was good team-work on both sides, but the Athenaeum team perhaps had a slight advantage here, as well as in the side of the question. The decision was rendered in favor of the negative. The judges of the best individual debaters awarded the first prize of $50.00 to L. W. Parrish of the Rusk, and the second prize of $25.00 to E. L. Harris of the Athenaeum. Messrs. Parrish, Harris, Bransford, Gillis, McKinney, and Tirey were selected to represent the University of Texas in her debates with Missouri, Colorado, and Louisiana, with Mr. Boone and Mr. Stone as alternates. Mr. Harris afterwards resigned, and his place was taken by Mr. Stone.

The E. P. Wilmot prize of $25.00 for the best declaimer among the first-year men was awarded to A. C. Allen of Dallas, with Dee German of Whitewright a very close second. Mr. Allen rendered "The Eloquence of Daniel O'Connell," by Phillips. His selection afforded opportunity for great variety of style, and his delivery was characterized by a polish and finish seldom equalled in this contest. Mr. German delivered in a very touching and persuasive manner an extract from an address to Confederate veterans by Powell. The other speakers were W. G. Miller, Julius Runge, J. E. Winfree, J. R. Masterson, T. A. Knight, C. H. Clark, Thornton Hardie, and H. W. G. Chandler. The speaking was of an exceptionally high order for first-year men, and the donor of the prize, Dr. E. P. Wilmot, of Austin, expressed himself as being well pleased with the contest.

The contest for the Skinner Prize in oratory, open to all students in

the University, was held on March 1. The five contestants and their subjects were as follows: W. W. Alcorn, "An Imperative National Duty"; J. C. Harris, "Poverty and Crime"; A. W. Pleasants, "The Reign of the Technicality"; O'Brien Stevens, "The Ku Klux Klan"; and Towne Young, "The Triumph of Individualism." One noticeable feature of these orations was their argumentative character, which showed originality and independence of thought. Mr. Young was awarded the first prize of $50.00, which carried with it the honor of representing Texas in the State Oratorical Contest. Mr. Pleasants was awarded the second prize of $30.00, and the third prize of $20.00 was given to Mr. Alcorn.

On April 16 Mr. Young represented the University in the State Oratorical Contest at Waco. His oration had been carefully remodeled after the Skinner prize contest, and the judges of manuscripts gave it first place on thought and composition. Two of the three judges on delivery gave Mr. Young grades that would have made him an easy winner had not the third judge given him a ridiculously low grade, which cut the Texas man down to fourth place in the contest. Mr. Lightfoot of Fort Worth University was declared winner of the contest. The superb effort of the Texas representative won no little praise from those who heard the contest. His oration was adjudged the best; his voice was deep, clear, and finely modulated; his stage presence easy and graceful. His delivery was simple, unpretentious, yet earnest and persuasive. Since the judge on delivery who gave Mr. Young the exceedingly low grade, gave the highest grade to the speakers who approached nearest the barnstorming, ranting style, Texas should be satisfied to lose the contest on a sane style of oratory, rather than win on the rapidly passing bombastic style.

While Mr. Young was reflecting credit upon the University in the State Oratorical Contest, F. B. Tirey and A. D. Stone were at Baton Rouge engaged in our first debate with Louisiana State University. Both Mr. Stone and Mr. Tirey are first-year men at the University of Texas, but their logic ond eloquence won a splendid victory. The question was, "Resolved, That the Federal Government Should Have Control Over the Natural Resources of the United States." In refutation of the affirmative argument of the Louisiana debaters, that the natural resources of the country were being rapidly exhausted in a most wasteful manner by corporations that have no regard for the future supply, and that the Federal government alone could cope with the situation and preserve the national welfare, the Texas debaters showed that the cause of such consumption and destruction of natural resources was due to thoughtlessness, and not to lack of interest or ability on the part of the private corporations and the State governments; that since the desirability and necessity of preserving and restoring, as far as possible, our resources has been noticed, these corporations and the various States have taken active and effective steps to preserve these resources; that such a step as advocated by the affirmative was putting power into the hands of the Federal governments that rightfully belonged to the States; that the

great party that controls the Federal government and the great monopolies which control the great party would control these resources for the benefit of the trusts, thus giving opportunity for corruption; and that thus the Federal government would acquire control of many of the necessities of the people. The *Daily State-Times*, of Baton Rouge, in commenting on the debate said: "Though the Louisiana debaters were fine, yet the representatives from Texas undoubtedly were the better debaters both as to subject matter and delivery."

The sixth annual debate with the University of Missouri was held in the University Auditorium on April 23d. L. W. Parrish and W. G. Gillis represented Texas and upheld the affirmative of the question, "Resolved, That the adoption of a policy of legislation known as the Initiative and Referendum in State affairs would better conserve the interests of good government than the present generally adopted plan." E. W. Clausen led the debate on the negative for Missouri and was ably assisted by A. P. Priestly. Mr. Parrish opened the debate with a powerful argument in favor of placing more legislative power in the hands of the people. He insisted that the affirmative was contending for a matter of principle and not of detail. He outlined the main argument for the affirmative as follows: The adoption of the initiative and referendum is the next logical step in our governmental progress; there is a universal need for it; and that it is a practical remedial measure and not a radical or revolutionary change from our present system. Mr. Gillis devoted his time to showing that there existed a universal need for the proposed system to supplement the present representative plan.

Mr. Clausen opened his argument by stating that we live in an age of specialists, and that on this principle our lawmaking should be delegated to those best fitted for it. He declared that the question was one of practical expediency in government, and not one of theory. His main reasons against the adoption of the proposed system were as follows: There is no real demand for a radical change from the present system; the proposed change would not remove present evils; and many new evils would arise from the adoption of the initiative and referendum. Mr. Priestly dealt with the evils that have arisen under this system where it has been put into practice, and argued that it would be generally fruitful of more inefficient legislation than the representative system.

On the speeches in direct argument it was generally believed that Texas had the better of the discussion, but the last fifteen minute rebuttal of Mr. Clausen was so effective as to turn the balance in favor of Missouri, and the decision was two to one against Texas. For sound argument the Texas team quite held its own, but in some of the finer points of debating the Missourians showed superior skill. Their delivery was more finished; they employed very skillfully the persuasive element of argumentation.

The last debate of the year was held at Boulder, Colorado. F. M. Bransford and C. C. McKinley represented Texas. The question was, "Resolved, That the United States should establish a system of ship sub-

sidies for the protection of our merchant marine." Colorado had debated this question both with Missouri and Kansas during the current year,—hence, her debaters were thoroughly prepared and confident of victory. In support of the affirmative they argued that subsidies should be granted for three lines of ships only,—one to Brazil, one to Australia, and one to the Philippine Islands. They claimed that such a system would give the United States the needed transports for her navy, better mail service, and increase her commerce with these countries. The Texas speakers first denied that ship subsidies would do these things, and then surprised the Colorado team by admitting that the United States ought to have a fully developed merchant marine, but said that there was a better way of securing it than by the proposed subsidies; that experience in this country had clearly shown that graft and corruption would enter into such a system as proposed by Colorado; that such special privileges are undemocratic and would necessarily result in monopolies; that the best way to secure the desired merchant marine would be to so change our present laws that the American shipper could buy ships built in other than American shipyards, where wages and material are cheaper than in America. This plan of "free ships" was fully explained, and it was then shown that under similar laws in our early history our merchant marine had flourished to such an extent that it was able to carry 90 per cent of our commerce, while under our present laws forbidding a ship built in foreign yards to fly an American flag, our merchant marine had dwindled away until it could carry only 10 per cent of our commerce. The rebuttals of five minutes each were snappy, and revealed a mastery of facts and details by both sides. The decision of the judges was two for Texas and one for Colorado.

The Ross-Rotan Prize Contest, to which only members of the Athenaeum Literary Society are eligible, was held at the Driskill hotel on the occasion of the annual banquet of this society. The speeches were well up to their usual high standard. The prize, a beautiful gold watch, was awarded to L. S. Hoffman, of Denton.

Taking the session of 1908-09 as a whole, Texas should be proud of the record made by her debaters and orators. There was certainly room for improvement, but perfection in oratory, as in other difficult fields, is to be striven for, never fully attained.

J. J. D. C.

Y. W. C. A.

The Young Women's Christian Association made steady progress during the past year. Some feel that the work done does not compare favorably with that of other years, and in one sense, this is true; that is, ostentation and formality were not evident. But those in closest touch realize there was more real spiritual development than ever before. A larger number of the women students shouldered the responsibilities of the Association, and were deeply interested in the individual lives of all of the women in

general, and some few in particular. The cry among the Association workers has been not alone for members, but, best of all, for thorough consecration on the part of those who took hold of the work.

The beginning of the Association year in March marked an important change in committee work. Since the work of this organization is carried on through its nine committees and the Cabinet, it was thought wise to strengthen these forces as much as possible. Heretofore, each committee has been composed of ten members, but now there are only five: an earnest chairman with four capable assistants. This does away with the extreme difficulty of finding a convenient time for so many to meet weekly. These chairmen with the officers of the Association also meet weekly in the capacity of an executive body known as the Cabinet. At this meeting all of the plans of the various committees are discussed and passed on. The Cabinet and committees form a nucleus of fifty of the strongest Christian women in the University.

Through the efforts of the missionary committee one hundred and fifty dollars have gone to foreign fields, fifty dollars to Mr. Akazawa's splendid work in Japan, and one hundred dollars to the work in Korea under the direction of Mr. and Mrs. Robert Knox. One hundred women students were registered in mission study classes, and others read books from the mission library. This library consists of sixty of the best books on mission study. It has been collected and is owned by the Association.

The Association is on a good financial basis. The budget this year amounted to $1800.00. Over five hundred dollars were given by the University women and their friends in order that another payment on the lot might be made. Eighty of the regular students gave systematically, that is, every month, to the Association. This is splendid training for those who give, and it is a very sure thing that more will avail themselves of this opportunity.

The annual luncheon was given to the Senior women in May. This was under the direction of the social committee, and took place in the Study-Room. It was remarkable to see the ease with which the committee served a twelve-course luncheon to eighty guests in a room where there are absolutely no conveniences. The one other noteworthy party in the Spring Term was the reception given with the Young Men's Christian Association. Mrs. Kirby's hospitable home and lawn were thrown open, and students, alumni, and friends met there informally to enjoy one last evening before the close of the year.

The Association is planning for strong Bible classes for 1909-10. It believes Bible study and communion with God are the two fundamental points in the Christian life, and that without these the work must fail.

It is hoped, also, that steps may be taken to bring about a change in the observance of Sunday among the students. It will hardly be possible to do more, however, than to create a strong sentiment in favor of the proper observance of the day, and against frivolities and absence from Sunday school and church.

In closing it might be well to state that the Association expects to be

more active in Summer School this year than during previous seasons. Lemonade was served during matriculation; a reception was given the first Monday afternoon, so that all might become acquainted; one Bible class meeting during the week in the Main Building was successfully organized; one mission study class, also meeting during the week, has been started with eleven enthusiastic members.

E. A.

Social Life in the University

Until Thanksgiving social life at the University was comparatively quiet. However, the German Club almost immediately commenced its series of dances, and the six Sororities began to observe the first Saturday night of the month by keeping "open house." Another opportunity given to all to become acquainted was the joint picnic of the Young Men's Christian Association and Young Women's Christian Association. The first really important event was the debut of the Freshman class at the Freshman reception.

Almost immediately after this came the Thanksgiving festivities: the Engineers' combination reception, smoker, and dance; and that of the Laws that followed it; and the Thanksgiving german, given Thanksgiving night at the Driskill.

During the Winter Term the "Arrowheads" and "Rattlers" entertained with formal cotillions rivaled only by the dances given by the Rabbit's-foot" and "Angler" clubs. The Monday following Easter was marked by a semi-formal german. The Winter Term was enlivened, too, by several banquets and a number of informal fraternity affairs. One of the most pleasing features was the Faculty reception given by the professors' wives to the individual classes.

Among the Spring Term festivities was the Junior Prom., at which the Senior girls were the guests of the Juniors. This was followed by a luncheon, also in their honor; and the banquet of the Senior Laws. Another distinctive mark of the Spring Term was its picnics.

The early part of Commencement week a trolley ride was given for all the Senior classes. Commencement week was, of course, the gayest time of the school year. The Young Men's Christian Association and the Young Women's Christian Association were entertained by Mrs. Kirby on Saturday night before Commencement. The German Club entertained also on Saturday with a morning german and on Monday night gave its farewell dance at the Driskill. On the same night the alumni held their annual reception at the Woman's Building. On Tuesday night came the Final Ball. It was largely attended, almost as largely by the alumni and visitors as by the students themselves.

D. N.

The Varsity Circus on May 15 contributed no little spice and variety to the somewhat tedious calendar of the University year. At four in the afternoon of that day the long-heralded parade started on its way from Clark Field to Congress Avenue: a medley of carriages, floats, queens, clowns, and burlesque cadets, accompanied by Roosevelt's African expedition, the immemorial dragon of China, and a steam calliope with a human inside.

The Circus

The Circus grounds were open at seven in the evening, early enough to allow a visit to the Pike, where the fraternity side-shows were in lusty progress. These, as a matter of course, were largely fakes, but served to amuse the indulgent crowd and to extort from them no small amount of money. At nine the parade of the entire Grand Varsity Circus marched round the ring and the performance began. Trapeze, rope-walking, bareback riding, plastic posing, and vaulting, composed the legitimate performance; and last and best, those robustious fellows, the clowns, ripe with antics and burlesques of local persons and events—baseball with Groesbeck pitching, the Final Ball and its formalities, a speech by President Mezes, an arrest or two and an Indian fight. The clowns, as proper clowns should do, won and kept the hearts of the crowd.

The concert, consisting of songs by Miss Bickler, and of scenes from *The Merry Widow*, reproduced by the Curtain Club, was one of the most successful parts of the evening's entertainment.

Credit is due Mr. Roy Rather for his work as business-manager and Messrs. Max Bickler and W. A. Philpott for their skill as directors and organizers, of what must necessarily have been an elaborate and difficult enterprise. The purpose of the undertaking was to raise money for the Track work. The gate receipts amounted to a little less than a thousand dollars.

S. Y.

ATHLETICS

The baseball season of 1909 was, from the point of view of winning games, singularly unsuccessful. But under the careful management of Bob Holliday the financial loss on baseball was smaller than it has been for many years. T. C. U. and A. & M. each beat Texas three games out of four, Baylor and Southwestern were each defeated twice by Texas, and St. Edward's went down in three games. Texas and Austin College tied, each getting one game, while Trinity defeated Texas in the only game played between the two institutions. Texas was also defeated by the San Antonio, Houston, and Dallas League teams, but won over the Chickasha Indians.

Baseball

During the season Neal Wathen resigned as captain and H. P. Robertson was elected in his place. T's were awarded to H. P. Robertson, M. B. Jones, H. Stacy, Tom Johnson, Dave Hughes, V. Taylor, Roy Adamson, Leb Nixon, H. Groesbeck, R. Johnson, and Manager Holliday.

[Basket-Ball

An effort was made this spring to revive basket-ball. The volunteer team played several games with colleges and high-schools, and won something like half of its games.

Track

Track has been handicapped this year by a lack of funds and of interest. The men do not train with diligence, though a good many do track work.

In the dual meet with A. & M., Texas won, 70 to 47; in the dual meet with Southwestern, Texas lost, 48 to 75.

T's were awarded to H. B. Ayres (captain), C. Smith, Cullen Bailey, H. Brownlee, M. Thomas, and Joe Estill, 2Td's being given to Foote, Hoover, Pollard, and Vining.

Cullen Bailey is captain of the 1910 Track Team.

In the Interscholastic Track Meet held on Clark Field, Allen Academy won in the dual finals over the Belton High School by a score of 58 to 55. In the preliminary meet Belton was first, San Antonio second, Austin third, Dallas fourth.

Tennis

Interest in tennis maintains itself, and the courts have been fully occupied every afternoon. The Varsity Doubles were won by Messrs. Burke Baker and Walter Eyres, who also defeated the challenge team from the Faculty. Burke Baker won the Singles, but was defeated by H. P. Robertson, last year's champion, who was in turn defeated by Professor Penick. In the Novice Tournament, George Sears and W. H. Harrison won the doubles, and M. M. Porterfield the singles. Misses Lucile Coffman and Willie May Kell won the girls' doubles. Miss Coffman won the girls' singles. T's were awarded to these winners of the Varsity Tournaments, the winners of the novices being given pin rackets.

During the year a Texas Intercollegiate Tennis Association was formed and a meet held at Waco in May. Baylor, T. C. U., Southwestern, Fort Worth Polytechnic, and Texas sent teams. The doubles were won by Messrs. Baker and Eyres and the singles by H. P. Robertson, all of Texas. Misses Coffman and Kell of Texas also defeated the T. C. U. girl champions.

Handball

Harris, Buckley, and Tucker were awarded 2Td's in handball, being winners in the annual tournament.

Finances

The donation of nearly $250 to baseball by the Students' Association and the receipt of about $450 from the Charity Circus have enabled the Athletic Council to carry over to next year a balance of nearly $1000. Thanks are due to the Students' Association, to Mr. Roy Rather, and to the able band of mirth-provokers who made the Varsity Circus such an unqualified success.

H. Y. B.

THE TEXAS STATE HISTORICAL ASSOCIATION

The January number of the *Quarterly* made its appearance in its usual somewhat belated fashion. It contains some very interesting articles on Southwestern history. Dr. Alex. Dienst contributes the leading article, on *The Navy of the Republic of Texas.* Dr. Dienst has a great deal of very valuable historical material, and it has enabled him to treat his subject very thoroughly. The present article brings the subject down to the end of 1836, and deals principally with the fleet of privateers fitted out by Texas against Mexico and with the purchase and equipment of the vessels that made up the navy proper. The services performed by these latter vessels are to be treated in a later article by Dr. Dienst. The subject of the Texas navy is one that has never been adequately treated hitherto, so that the article of Dr. Dienst is especially timely.

The second article in the *Quarterly* is a continuation of Mr. Charles W. Ramsdell's work on *Reconstruction in Texas.* The title of the present article is *Presidential Reconstruction in Texas.* It covers the period beginning with the election of Throckmorton in 1866, and deals with the problems of the State during Throckmorton's term and particularly with Throckmorton's efforts to secure the supremacy of the civil authorities over the military in Texas. Much attention is given to the unfortunate results of the activities of the Freedmen's Bureau and to the causes of the misunderstanding between Texas and the Federal authorities.

Mrs. Mattie Austin Hatcher throws interesting light on that patron saint of Texas, Stephen F. Austin, in her article on the *Plan of Stephen F. Austin for an Institute of Modern Languages at San Felipe de Austin.* Austin's interest in education is one of his best-known characteristics, and no doubt one of those that contributed most toward endearing him to Texas. The article concludes with a translation of a draft of a decree to be presented to the Congress of the State of Coahuila and Texas for the purpose of establishing the proposed Institute. Whether the decree was ever presented is not known, but in any event it was never adopted.

In addition to the three leading articles mentioned, there are reviews of *With the Border Ruffians,* by R. H. Williams, of Charles W. Owen's *The Justice of the Mexican War,* and of Professor John C. Townes's textbook on *Civil Government in the United States.* Under *Notes and Fragments* there is an interesting sidelight on the work of the Texas Conven-

tion of 1836 in the shape of a letter written under some excitement by one of the members of the Convention, Martin Parmer, to his wife, on March 6, 1836, when the Convention had been in session less than a week.

The April number of the *Quarterly* is long since overdue. Indeed, the period of the July number is now past. It is understood that the management hope to publish the two numbers together, in order that there may be no delay in the future.

The Association held its thirteenth annual meeting on the evening of March 2, 1909, in the hall of the House of Representatives. Officers were elected as follows: Judge A. W. Terrell, president; Hon. Beauregard Bryan, first vice-president; Hon. R. L. Batts, second vice-president; Dr. M. J. Bliem, third vice-president; Luther W. Clark, fourth vice-president; C. W. Ramsdell, corresponding secretary and treasurer; Judge Z. T. Fulmore and Professor S. H. Moore, members of the council. Meetings of the fellows and executive council were also held, at which a number of new members were added to the roll, various routine business was transacted, and J. L. Worley was elected a fellow.

J. L. W.

TEXAS ACADEMY OF SCIENCE.

On Friday evening, November 13, 1908, Dr. E. P. Schoch, of the School of Chemistry, delivered his inaugural address as President of the Academy for the year 1908-09. His subject was "The Problem of the Rusting of Iron and Its Economic Prevention." Though technical in his treatment, Dr. Schoch did not fail to impress his hearers with the importance of a careful study of the decay of iron and steel and the necessity of further investigations along that line by those engaged in the building of bridges and the erection of other steel structures.

At the meeting of December 4 Mr. Harlan H. York, of the School of Botany, read a review of *Plantae Lindehimerianae*, Part III, and Mr. J. M. Kuehne, of the School of Physics, presented a paper on "The Electrostatic Effect of a Changing Magnetic Field."

The Formal Meeting, which is usually held during the Christmas holidays, was this year postponed to January 8, 1909. Dr. Frederic W. Simonds, of the School of Geology, read two short papers. The first, bearing the title "A Striking Example of the Struggle for Existence," dealt with the attempt of a severed vine, a species of Cissus, to re-establish connection with the ground by the development of aerial roots—a struggle prolonged through several months. The second paper entitled "Verification of the So-Called 'Fossil Rain Marks,'" was illustrated by two specimens of unusual interest. The one was a piece of shale from Wolfville, Novia Scotia, covered with impressions interpreted as resulting from a rainfall far back in geologic time; the other, a fragment of sun-dried silt from the banks of the Colorado river, above Austin, in

which the imprints of raindrops were perfectly preserved. This specimen had been in the Geological Laboratory for ten years. At this meeting Mr. C. S. Potts also presented a paper, "The Organization of the Railroad Commission of Texas and Its Fight for Existence."

January 29 Professor B. Mackensen, of the San Antonio High School, discussed "The Problem of an International Language." For many years Mr. Mackensen has made a study of this subject, and his familiarity with the various efforts to formulate such a language enabled him to answer in an unusually satisfactory manner the many questions asked by members of the Academy.

February 19th Mr. Alexander Deussen, of the School of Geology, a member also of the United States Geological Survey, read a paper, covering some of his recent investigations in the region of the Gulf border, entitled "The Distribution and Origin of the Salt and Saline Waters in the Coastal Plain Sediments of Texas."

March 19 Dr. J. W. McLaughlin, a former member of the Medical Faculty of the University and a present Regent, presented a paper on "The Catalytic Theory of Infection and Immunity." F. W. S.

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THE UNIVERSITY OF TEXAS BULLETIN

GENERAL SERIES

1, 6, 12, and 14 were numbers of *The University of Texas Record.*

2. *Alumni Notes.* 13 p., March, 1904.
3. *Some Wholesome Educational Statistics,* by W. S. Sutton. 12 p., illus. March, 1904. 10 cents.
4. *Courses of Study in Law Pursued in the University of Texas,* by J. C. Townes. 16 p. March, 1904. Out of print.
5. *Notes Concerning the Progress of the University of Texas,* by Wilson Williams, Registrar. 3 p., 1904. Out of print.
7. *The Consolidation of Rural Schools,* by Una Bedichek and G. T. Baskett. New edition, enlarged by A. C. Ellis. 85 p., illus. November, 1907 25 cents.
8. *The Pride of Texans and Their University,* by T. H. Montgomery, Jr. 5 p. November, 1904. Out of print.
9. *Letter to Alumni Regarding the Proposed Law School Building.* 2 p. December, 1904. Out of print.
10. *Views of the University of Texas.* 42 p., illus., n. d. 20 cents.
11. *What Should be Done by Universities to Foster the Professional Education of Teachers?* by W. S. Sutton. 24 p. 1905. 15 cents.
13. *School Buildings,* by A. C. Ellis and Hugo Kuehne. 119 p., illus. pl. June, 1905. 30 cents.
15. *The Teaching of Agriculture in the Public Schools,* by A. C. Ellis. 56 p., illus. December, 1906. 25 cents. Out of print.
16. *A Study in School Supervision,* by Carl Hartman. 180 p. 1907. 50 cents.

HUMANISTIC SERIES

1. *The Trans-Isthmian Canal: a Study in American Diplomatic History* (1825-1904), by C. H. Huberich. 31 p. March, 1904. 25 cents. Out of print.
2. *The Evolution of "Causa" in the Contractual Obligations of the Civil Law,* by Samuel Peterson. 24 p. January, 1905. 25 cents. Out of print.
3. *De Witt's Colony,* by Ethel Z. Rather. 99 p., 4 maps. 1905. 35 cents,
4. *Some Fundamental Political Principles Applied to Municipal Government,* by Samuel Peterson; and *Evans Prize Orations.* 39 p. June, 1905. 15 cents.
5. *The Grotesque in the Poetry of Robert Browning,* by Lily B. Campbell. 41 p. April, 1907. 25 cents.
6. *The Beginnings of Texas,* by R. C. Clark. 94 p., map. December, 1907. 75 cents.
7. *Railroad Transportation in Texas,* by C. S. Potts. In press.

MEDICAL SERIES

1. *Yellow Fever: a Popular Lecture,* by James Carroll. 32 p. June, 1905 15 cents.
2. *The Care of the Insane,* by Dr. M. L. Graves. 16 p. 1905. 15 cents.
3. *The 1903 Epidemic of Yellow Fever in Texas, and the Lesson to be Learned from it,* by Dr. G. R. Tabor. 22 p. June, 1905. 15 cents.

THE UNIVERSITY OF TEXAS BULLETIN

SCIENTIFIC SERIES

1-4. *Contributions from Zoological Laboratory of the University of Texas.* Reprints from various journals. 1904-05. Out of print. Later contributions appear in the Reprint Series.

5. *Test of a Vertical Triple Expansion High-Duty Pumping Engine in Operation at the Water Works, San Antonio, Texas,* by A. C. Scott. 52 p., illus. pl. June, 1905. 35 cents.

6 *Vegetation in the Sotol Country in Texas,* by W. L. Bray. 24 p., pl. June, 1905. 25 cents.

7. *Observations on the Habits of Some Solitary Wasps of Texas,* by Carl Hartman. 72 p., pl. July, 1905. 25 cents.

8. *The Protection of Our Native Birds,* by T. H. Montgomery, Jr. 30 p. October, 1906. 25 cents.

9. *The Austin Electric Railway System,* by members of the Senior Class in Electrical Engineering, 1906. 123 p., illus. pl. 1906. 50 cents.

10. *Distribution and Adaptation of the Vegetation of Texas,* by W. L. Bray, 108 p., pl. map. November, 1906. 35 cents.

11. *A Sketch of the Geology of the Chisos Country,* by J. A. Udden. 101 p. April, 1907. 50 cents.

12. *The Clays of Texas,* by Heinrich Ries, 316 p., illus. pl. 1908. $2.00.

13. *The American Mistletoe,* by H. H. York. 31 p., pl. 1909. 50 cents.

REPRINT SERIES

1. *A Semantic Study of the Indo-Iranian Nasal Verbs,* by E. W. Fay. From the American Journal of Philology, 25:369-389 and 26:172-203, 377-408. March, 1906. Out of print.

2. *Contributions from the Zoological Laboratory of the University of Texas.* From various journals. May, 1906. Out of print.

3. *Latin, Greek, and Sanskrit Word Studies,* by E. W. Fay. From various journals. November, 1907. Out of print.

4. *Spelling and Arithmetic,* by C. Yeidel. From the *Southern Educational Review,* October-November, 1907. 8 p. 10 cents.

5. *On Sundry Confixes,* by E. W. Fay. From the *Amer. Jour. of Philol.* 28:411-418. March, 1908. Out of print.

6. *The University and the State,* by T. W. Gregory, from the *University of Texas Record,* 1908, 8:297-310.

7. *The Incidental Teaching of English,* by Morgan Callaway, Jr., from the *University of Texas Record,* 1909, 9:33-45. 15 cents.

8. *A Word-List from East Alabama,* by L. W. Payne, Jr., from *Dialect Notes,* 1908-09, 3:279-328, 343-391. 50 cents. Out of print.

In addition to the bulletins named above are the following:

a. The Official Series, which includes catalogues, Regents' Reports, and administrative bulletins.

b. About 25 bulletins issued before March, 1904, when the division into series began.

c. *The University of Texas Record,* formerly, but no longer, included in the General Series. Numbers of the *Record* have been issued from two to four times a year since December, 1898, and it is now in its 9th volume. It is of special interest to alumni, ex-students, and friends of the University, and will be mailed regularly to any one who requests it.

Requests for Bulletins should be addressed to the University of Texas Bulletin, Austin, Texas. Exchanges should be addressed to the University of Texas Library.